

# English Language Curriculum

## Teacher's Guide

Level: Nursery  
Term: IV

# NOTE FOR TEACHERS

The period from two to six years of age is the most appropriate time for children to absorb and learn languages.

For young children learning a second language (English language to our case) is not a problem provided it is presented in a meaningful way – through conversation. They must be given plenty of time to listen and to understand before they can be expected to speak.

Children naturally absorb language by listening and imitating others. Since children coming to our schools have different social and cultural backgrounds, it is important to provide them with a wide variety of experiences and opportunities to express their thoughts and feelings. Speaking, listening, reading and writing go hand in hand. Therefore, we must try to provide an environment integrating all four modes of language skills so that their progress in the arena of language is natural and with ease:

What I hear I can say  
What I say I can write  
What I write I can read

## LANGUAGE READINESS

### Speaking – Listening

1. General Conversation
2. Enrichment of vocabulary
  - a. Classified Cards
  - b. General Nomenclature Cards
  - c. Things in the Environment
  - d. Vocabulary Basket
  - e. Mystery Bag
3. News Period
4. Question Game
5. Sound Game
6. Stories and Poems
7. Other Games



## 1. General Conversation

The best way to develop speaking skills is to get children talking to them about themselves, their family pets, toys, favourite TV programs, friends, their home . . . etc. It should be an on going process. In the beginning the teacher will have to initiate the talk, until the children get confidence to do so themselves.

## 2. Enrichment of Vocabulary

This can be done early morning in the group lesson. Children must be exposed to a wide range of vocabulary and variety of words to make them express themselves. Children must be exposed to wide range enrichment through:

### a. Classified Cards

Each picture on the card depicts only one environment as a whole, and then several other cards bearing the pictures of that environment are shown e.g. classified cards can be of things in the bedroom, garden, kitchen etc.

### b. General Nomenclature Cards

Each card bears a picture of one thing only without any time on it e.g. car, boat, hat, fan, cap etc.

### c. Things in the Environment

It contains objects, which the child sees around him both indoors and outdoors.

E.g.: Indoors – chair, table, fan, door, window etc.

Outdoor – tree, flowers, swings, slide etc.

### d. Vocabulary Basket

The vocabulary basket contains miniature objects e.g. airplane, book, iron, candle, purse, train etc. Names of things are taught by correct pronunciation. Objects are taken out one by one from the basket and shown to children. First children can be asked to name the objects and then the teacher tells them the name.



e. Mystery Bag

Make a cloth bag with 8 – 10 objects such as seashells, a corn, a torch, a spoon etc. Put your hand in the bag, take the object in hand and say “Oh! I have got something.” Keep describing the object as you feel it inside the bag. Ask the children if they can guess what it is. Then take out the object from the bag and name it. Later invite children to take turns and guess the other objects inside.

This develops the sense of depth and the power to visualize mentally.

### 3. News Period

Children must be encouraged to share their day to day experiences with peers. Give each child opportunity to speak. Encourage especially the shy ones to speak out.

Coax the child to give you as much news and information as possible. Giving the child a chance to listen and speak in a group helps him to gain confidence.

Objectives:

1. Gives confidence in speaking and expressing needs.
2. For avoiding language difficulties in future.

### 4. Question Game

Teacher can ask open-ended questions i.e. questions that have more than one possible answer. Basing her questions on the news that the child is sharing, the teacher can ask several interesting questions encouraging the child to talk e.g. if the child says ‘I had gone for picnic’, the teacher can ask where did you go for the picnic? Who else with you? What else did you do there?

Aims of this game:

1. To develop the ability of analysis
2. To enhance vocabulary
3. To build an orderly mind
4. To develop language



## 5. Sound Game (spy games)

1<sup>st</sup> stage: To identify an isolated object when the child initial sound of the name of the object is given i.e. one object in each child's hand or only one object on the table.

2<sup>nd</sup> stage: To identify an object out of many objects on the table when the initial sound of the name of the particular object is given, starting with two objects on the table then increasing to three, four, five and more objects on the table. Initial sound of the names of the children given to name the particular child.

3<sup>rd</sup> stage: No objects required:

To identify objects in the indoor and outdoor environment when the initial sound of the name of the objects is given. Later any word beginning with a particular sound e.g. words beginning with 'f' – fall, fāt, find, first, far, fresh.

The first three stages of the game have to be played in this exact sequence.

The following stages of this sound game have to be played in any order that is convenient.

4<sup>th</sup> stage: To identify an object on the table out of many objects with the same initial sound, but when the last sound of the name is given e.g. – bed, beg, basket, coin, fan, fish, flower.

5<sup>th</sup> stage: To identify an object out of many objects with the same initial sound and the same last sound, but when the middle sound is given e.g. – pin, pan, pen, cat, cot.

6<sup>th</sup> stage: The teacher may ask the child to give many words with a particular sound either in the beginning end or in the middle e.g. – mango, camel, drum, farm, monkey, lemon, hammer.

7<sup>th</sup> stage: To analyze a word i.e. to break it up into its component sounds e.g. – h-a-t, h-e-n, f-l-a-g, t-a-p, b-oo-k.



### Objectives:

The child will be able to:

- Recognize sounds.
- Realize that words are a combination of sounds.
- Relate sounds to symbols.

## 6. Stories and Poems

Telling stories is one of the most effective ways of developing language. Stories should be simple and not long as children have short attention span and are unable to sit through/comprehend lengthy tales.

- Story-telling sessions should be held daily.
- Children should sit in a circle quietly and should be able to see the book, props or puppets.
- Different voice/facial expressions should be offered for different characters in the story.
- Stories can be repeated several times.
- Stories can be told / narrated to students 10 – 15 minutes before home time. Use visual aids, books, props, charts etc.

### Poems or songs

Music is the most interesting and fastest way of enhancing vocabulary. Choose songs about colours, numbers, alphabets, animals and their sounds etc. and the children will learn the lyrics in no time. Sing with actions and get involved with the children. If they are to jump, then jump with them.

## 7. Other Games

### Matching games

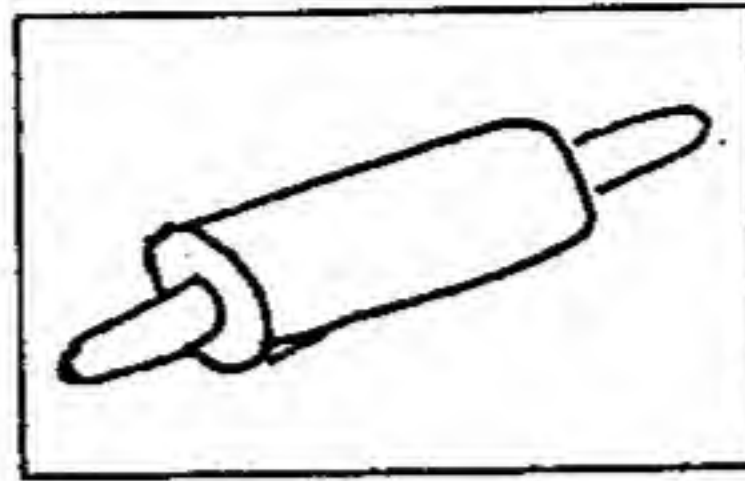
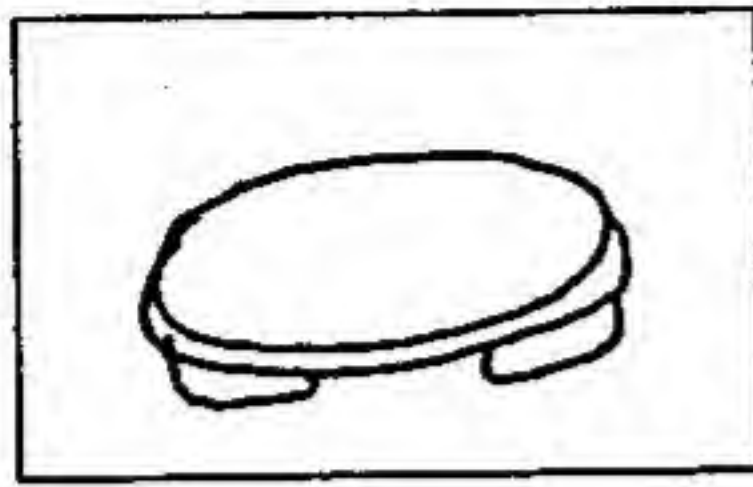
#### Game No. 1:

- a. Children can match pictures by matching the objects that are alike e.g.





- b. Matching by association like e.g.



- c. Children can match initial sounds or words:

S

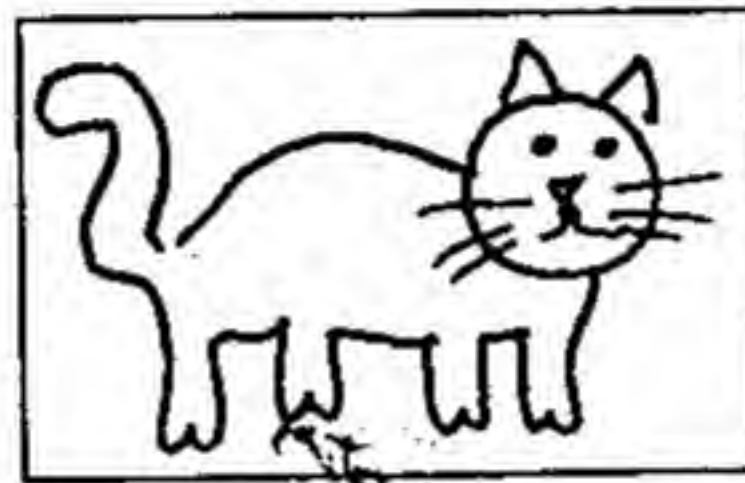
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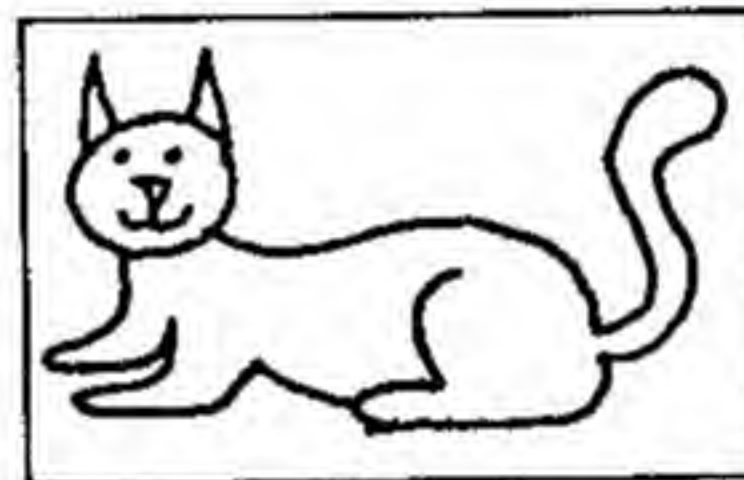
- d. Initial sounds and pictures:

C



or word and picture

Cat



Initial sounds and words.

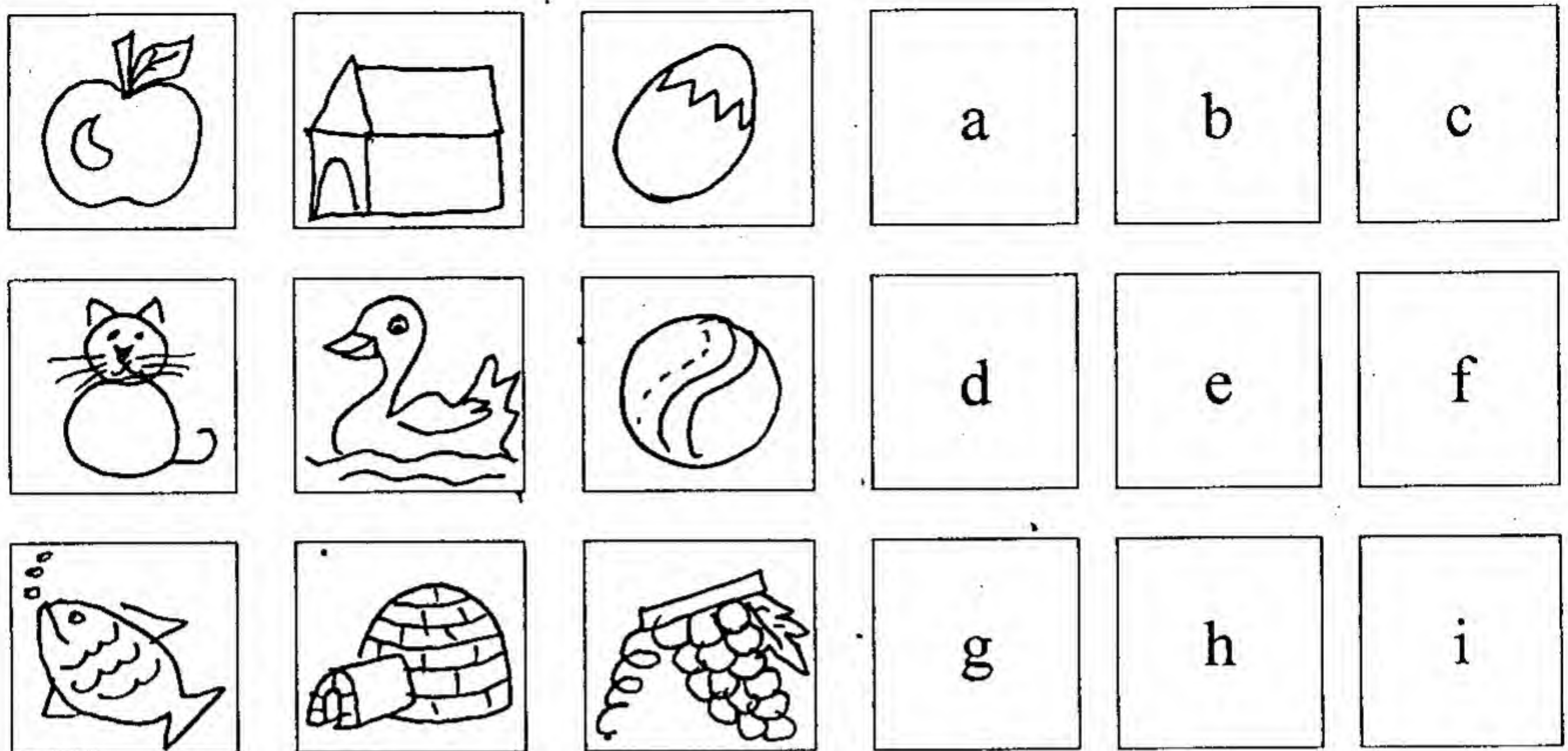
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Cat

## Game No. 2

Make a board with equal squares drawn on it. Different letters will be written in each square. Flash cards having the same size as the squares on the board will be prepared. A picture will be drawn on each flash card. They will be kept in a basket. Children will select a letter and sort out the flash card with the starting with this letter. They will take the flash card bearing the picture beginning with the selected letter and keep it on the board. This game will continue till the whole board is covered with flash cards.





### Writing:

Writing is a means of expressing one's thought through graphic symbols. When a child comes to school, indirect preparation is given systematically and gradually through exercises of practical life and sensorial material.

### Indirect Preparation for Writing:

- a) **To prepare the intellect**
  1. Setting up of environment for enhancement of vocabulary.
  2. Pre-reading games.
- b) **To prepare the motor mechanism**
  1. To prepare the fingers to hold the pencil.
  2. To develop light touch i.e. not to press when writing.
  3. To direct the movement of the hand.

In order to teach the child how to write it is necessary to analyze then various movements introduced in it. In order to write, the child has to learn how to hold the pencil with three fingers and how to develop a light touch. Finally for writing, it is necessary for the hand to be under control of time and will. All this is fulfilled by exercises of practical life and working with the sensorial material.



## Touch boards:

1. Touch boards and touch tablets help child to develop a light touch.
2. This helps in writing as child the frame and inset. He has to direct the hand in exact manner.

Besides these exercises, the exercises of practical life also develop muscles of the fingers and the forearms and this eventually helps in the mechanism of writing e.g. pouring water, pegging, threading beads etc.

## Direct Preparation of Writing:

### **a. Sand Paper Letters**

It helps the child to learn the correct formation of the letters. Three to four letters are introduced within a specified time frame. With two fingers the child learns to enact the formation of the letter.

The presentation should never be artificial. It should come naturally as games without letter. First merely pronouncing a sound such as 'a' or 'o' and then the word containing it. The child should join it and help to find other words. After a while produce the letter which has greater importance. Choose two or three letters. Taking each in turn. Show the child how to trace the letters with first two fingers of right hand, and the movement should be proper while writing. At the same time say the sound of the letter and give a few words which contain the sound. Let each child sees how many words he can think of the various sounds. These games should be repeated many times both with or without teacher. The children should become familiar with letters and should acquire the habit of analyzing it by the sound in the word they know.

**Metal Inset (these have been replaced with hard paper frames which can easily be duplicated)**

Gives freedom to move the pencil and direct it to where the child wants it to go and keep it in the prescribed limits.

To begin with, take the metal frame of the square. Place a square sheet of coloured paper on the wooden board and place the metal frame on that without its insets with a colours pencil draw around the empty space of the



cut out. Now lift the frame and the figure is reproduced in one colour on paper. Now take the inset and place it as exactly as possible within the figure. Draw on the paper by holding it firmly with one hand and with the other hand draw around the inset. Lift the metal piece and see its shape into different colours. After this with a coloured pencil holding it in the manner of writing, fill in the figure with any colours of his choice. To achieve the best result use the pencil gently backward and forward and encourage to make parallel lines by going from one end to the other in the figure. Ask the child to see if he can fill the whole figure without passing beyond the line of the inner figure. At later stage the child may super impose different figures using only the one inset in any manner of design that the child may wish to create, filling in the different spaces with colours of his own choice. His creative activities will be awakened.

**c. Sand Tray**

Level a tray with dry sand and a separate one with wet sand and let the children practice tracing within to improve their hand control and muscular eye-hand co-ordination.

Child works independently and practices the formation of the English alphabet and numbers in the sand. Free hand drawing should also be practiced similarly.

**d. Writing on the Boards/slates**

The child practically sees the teacher forming the letters. It is reinforced through different exercises of matching/joining. The child practices to form letters on the black board with chalk or individually on slates with chalk.

**e. Tracing on dots**

Tracing in between the double lines/hollow letters. Starting point is given. Child writes in between the double lines. Control of error outline.

The awareness of the limit comes through this exercise. It also prepares children to trace on the dots.

**f. Freehand Writing**

Helps the child to gain confidence through writing independently, without any guidelines or limits. Such scribbling should be encouraged.



## Indirect Preparation

1. Puzzles
2. Play dough
3. Pasting
4. Cutting

Working with puzzles, moulding play dough or plastiscine, cutting help in developing good muscular, movement, gross motor skills and eye-hand co-ordination.



## Reference Sheet for Word Series

<b>at</b>	<b>an</b>	<b>in</b>	<b>ap</b>
bat	can	bin	bap
cat	fan	fin	cap
fat	man	pin	gap
hat	pan	sin	lap
mat	ran	tin	map
pat	tan	win	nap
rat	van		rap
sat			sap
			tap
<b>un</b>	<b>et</b>	<b>it</b>	<b>ot</b>
bun	bet	bit	cot
fun	get	fin	dot
gun	jet	hit	hot
nun	let	mit	got
run	met	pit	lot
sun	net	lit	not
	pet	sit	pot
	wet		rot

## Reference Sheet for Phonograms

<b>ce</b>	<b>oo</b>	<b>ch</b>	<b>sh</b>
seed	book	chips	ship
feed	cook	chat	shop
weed	hook	chick	shoe
feel	look	chop	shut
heel	rook	chin	shot
peel		chit	



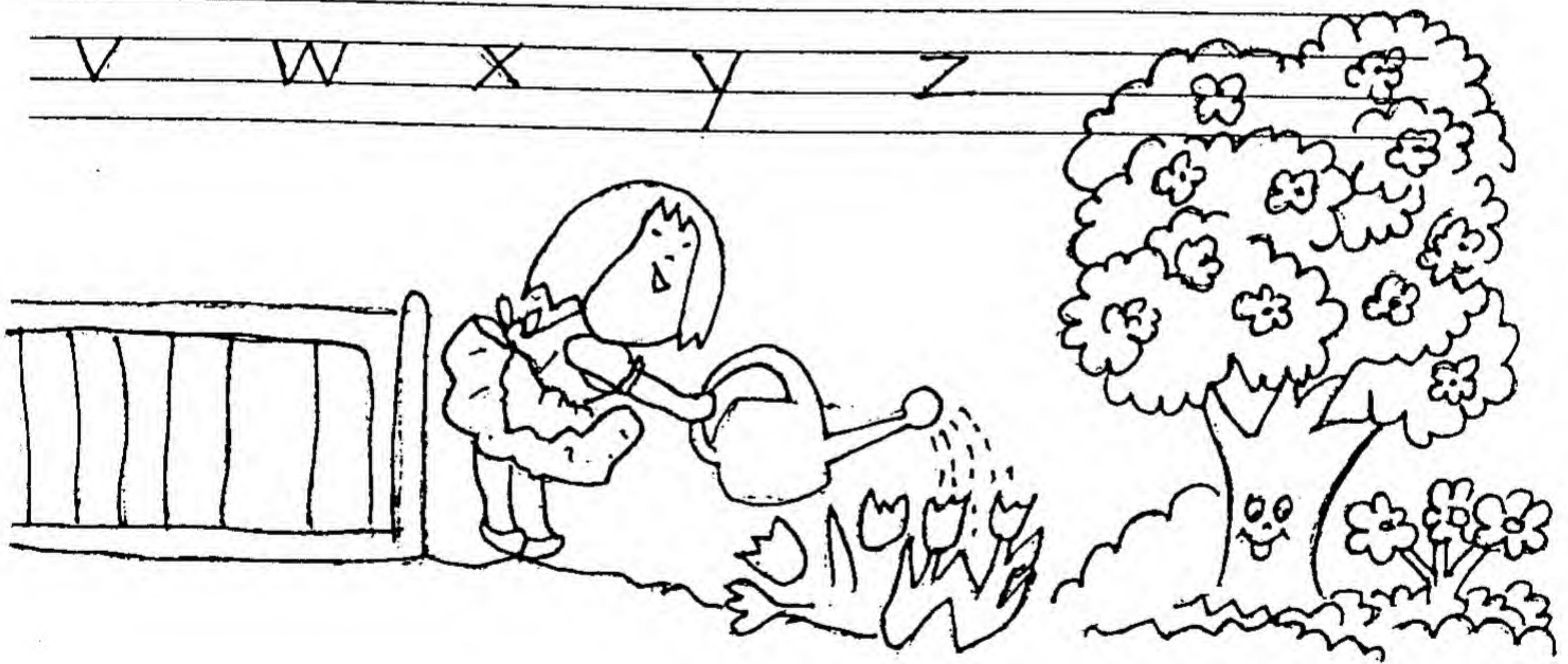
## Alphabet Writing Pattern

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z





Subject: English

Level: Nursery

Term: 4

WK	Communication	Reading	Writing	Assessment
1	<ul style="list-style-type: none"><li>- Topic of the month 'spring'</li><li>Songs related to the topic 'spring is coming'</li><li>- Things in the garden</li><li>Song (green grass)</li><li>- Parts of the tree.</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>Peter has a toy and Jane has a toy.</li></ul>	<ul style="list-style-type: none"><li>- Tracing over the dotted lines of letters q, w and v.</li><li>- Independent writing of the letters q, w and v.</li></ul>	All phonics and letters done up to now
2	<ul style="list-style-type: none"><li>- Reinforcement of all the phonic sounds done so far.</li><li>Song</li><li>- Story 'The Ugly Duckling.'</li><li>- Revision of at, an, ap, in and ot words.</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>Peter has a ball. Peter likes the ball.</li><li>New word (ball)</li></ul>	<ul style="list-style-type: none"><li>- Independent writing of q, w and v.</li><li>- Booklets of 'in' words.</li></ul>	Booklets can be used for assessment
3	<ul style="list-style-type: none"><li>- Reinforcement of all the letters done so far.</li><li>- Oral introduction of the letters x, y and z along with the names of corresponding things.</li><li>a) Introduction of en and un words.</li><li>b) Fun activity</li></ul>	<ul style="list-style-type: none"><li>Text</li><li>Here is the dog.</li><li>The dog has the ball.</li></ul>	<ul style="list-style-type: none"><li>- Booklet of ot words.</li><li>- Tracing of the letters x, y and z in between the double line.</li></ul>	Booklets can be used for assessment Match and join
4	<ul style="list-style-type: none"><li>- Discussion on means of transport</li><li>a. Air Transport</li><li>b. Water Transport</li><li>c. Land Transport</li><li>- Rhymes</li><li>- Wheel on the bus</li><li>- Red light</li><li>- Concept: over - under</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>Here is the tree.</li><li>The ball is in the tree</li><li>- New word 'Tree'</li></ul>	<ul style="list-style-type: none"><li>- Writing x, y, z over the dotted lines</li><li>- Independent writing of x, y, z</li></ul>	Joining of land, water and sea transport Independent writing of a-z
5	<ul style="list-style-type: none"><li>• Reinforcement of the phonic sound of letters a – z along with corresponding pictures.</li><li>• Concept day/night.</li><li>• Topic of the month 'summer.'</li><li>• Reinforcement of the name of all four seasons.</li></ul>	<ul style="list-style-type: none"><li>- text</li><li>Peter is in the tree</li><li>And Jane is in the tree.</li></ul>	<ul style="list-style-type: none"><li>- Writing letters in order of the alphabets</li><li>- Writing the days of the week.</li></ul>	Recognition of phonics a-z and sequential writing of alphabet
6	<ul style="list-style-type: none"><li>• Reinforcement of all the letters from a – z along with its corresponding pictures.</li><li>• Introduction to the topic 'water.'</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>Here is Peter in the tree.</li><li>Peter has the ball.</li></ul>	Writing a – z in sequence.	Recognition of phonics a-z and sequential writing of alphabet



WK	Communication	Reading	Writing	Assessment
7	<ul style="list-style-type: none"> <li>Reinforcement of an, at, ap in, un words, all the letters and sounds in sequence</li> <li>Introduction to the topic 'Things around us'</li> </ul> Song <ul style="list-style-type: none"> <li>Ba, Ba, Black Sheep</li> <li>Mary had a little lamb.</li> </ul>	Reinforcement of all the words of the reader.	- Writing v, w, x, y & z in between the four lines independently. - Colours the picture beginning with the sound w & y.	Yes - Write the beginning sound for the each picture
8	Reinforcement of all the concepts and letter, sounds story, rhyme done so far during the term	Reinforcement of the reader	Reinforcement of all the letters done a - z	Reinforcement of all the concepts and letters, sounds story, rhyme done so far during the terms



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 1

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Topic of the month 'spring'</li><li>Songs related to the topic</li><li>'spring is coming'</li><li>- Things in the garden</li><li>Song (green grass)</li><li>- Parts of the tree.</li></ul>	<ul style="list-style-type: none"><li>- Text</li><li>Peter has a toy</li><li>and Jane has a</li><li>toy.</li></ul>	<ul style="list-style-type: none"><li>- Tracing over the dotted</li><li>lines of letters q, w and v.</li><li>- Independent writing of</li><li>the letters q, w and v.</li></ul>	All phonics and letters done up to now



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 1  
Day: 1

1. **Objectives:** The children will be able to:
    - Contribute to speech development
    - Learn that there are four seasons in a year
    - Indicate that spring is a season of flowers, greenery and fertility
    - Listen to learn a nice poem of spring from the given audio cassette
  2. **Activity:**
    - Plan a morning walk to observe and record signs of spring.
    - Keep a chart of the signs of spring that the children see during the day.
    - Play the 'Hen and chicks' game. Mother Hen (chosen child) leaves the room. Three or four children are hidden in class. Mother Hen comes back. The children who are hiding chirp very softly until Mother Hen finds them. Children can take turns to be Mother Hen and chicks.
    - Planting trees.
  3. **Material:** Real flowers, flash cards, books & pictures, large pictures showing birds flowers insects etc.
- 
4. **Procedure:** Explain to the children about the four seasons namely Spring, Summer, Autumn and Winter. Tell them about the main differences about the seasons.  
Ask children to bring in various flowers and let other see and smell them, rhyme 'spring is coming.' Prepare a spring corner, place real flowers to give a spring feeling. Flash cards of related vocabulary



Group Work:

One group of children can work with the material and one group of children can do the worksheet.

## Spring is coming

Spring is coming  
Spring is coming  
Flowers are coming too  
Spring is coming  
Spring is coming  
Flowers are coming too  
Pansies, lilies, daffodilies  
Now are coming too  
Spring is coming  
Spring is coming  
Birdies build your nest  
Weaves together  
Straw and feather  
Doing it your best  
Weave together  
Straw and feather  
Doing it your best  
Doing it your best



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 1  
Day: 2

1. **Objectives:** The children will be able to:
- Name the things in the garden
  - Identify at least 3 flowers
  - Clear the garden in groups
  - Sprout aesthetic sense
  - inculcate and foster ability to admire nature
- Children will learn about the things in the garden, observing nature and discussion.
2. **Activity:**
- Morning presentation – children to be dressed as butterflies and flowers.
  - Picking and collecting dry leaves for collage work.
  - Leaf printing and song.
  - Pasting of real objects on tear-off pads e.g. flowers, leaves, grass etc.
3. **Material:** Pictures of garden with beautiful flowers, green grass and trees, flash cards of things seen in the garden, real flowers.

- 
4. **Procedure:** Discussion, observing nature.

Teacher can take the children around the school garden or use a video clip of a walk through a park. They can see the things around then and also name them. If a video is used the teacher should stop the tape where flowers, leaves, trees and grass etc. are shown. Ask children to point them out and name them. Colours shapes and sizes of things can be discussed. Back in the classroom children can draw a garden.



Task – I: Sowing seeds.

Task – II: Song ‘There was a hole in the middle of the ground.’ ( from cassette)

Task – III: Art work (making butterflies, block painting.)

Task – IV: Work sheets.

Task – V: Free hand drawing.

All the work should be done in groups.

**Watch Out For . . . . .**

Any dangerous insects and thorny plants in the garden.



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 1  
Day: 3

1. **Objectives:** The children will be able to:
    - Name four parts of a tree.
    - Know the importance of water for plants.
  2. **Activity:**
    - Children will be provided with the different parts of a tree to arrange
    - Two flower pots with plants in them will be kept in the - classroom – one to be watered daily whereas the other to be left without watering.
    - Let the children observe as to what will happen.
  3. **Material:** Real tree, parts of a tree, displays.
- 

#### 4. **Procedure:**

##### Discussion:

Teacher can ask the children to guess and name the things that are essential both for human and plants e.g. air, water, sunlight. The teacher can take the children out for a Plant Part Identification Walk. They will be shown the parts of the tree. Various trees to be shown and comparisons of the parts can be made e.g. size of trunks, shapes of leaves and colours of flowers.

low-up: Worksheets.

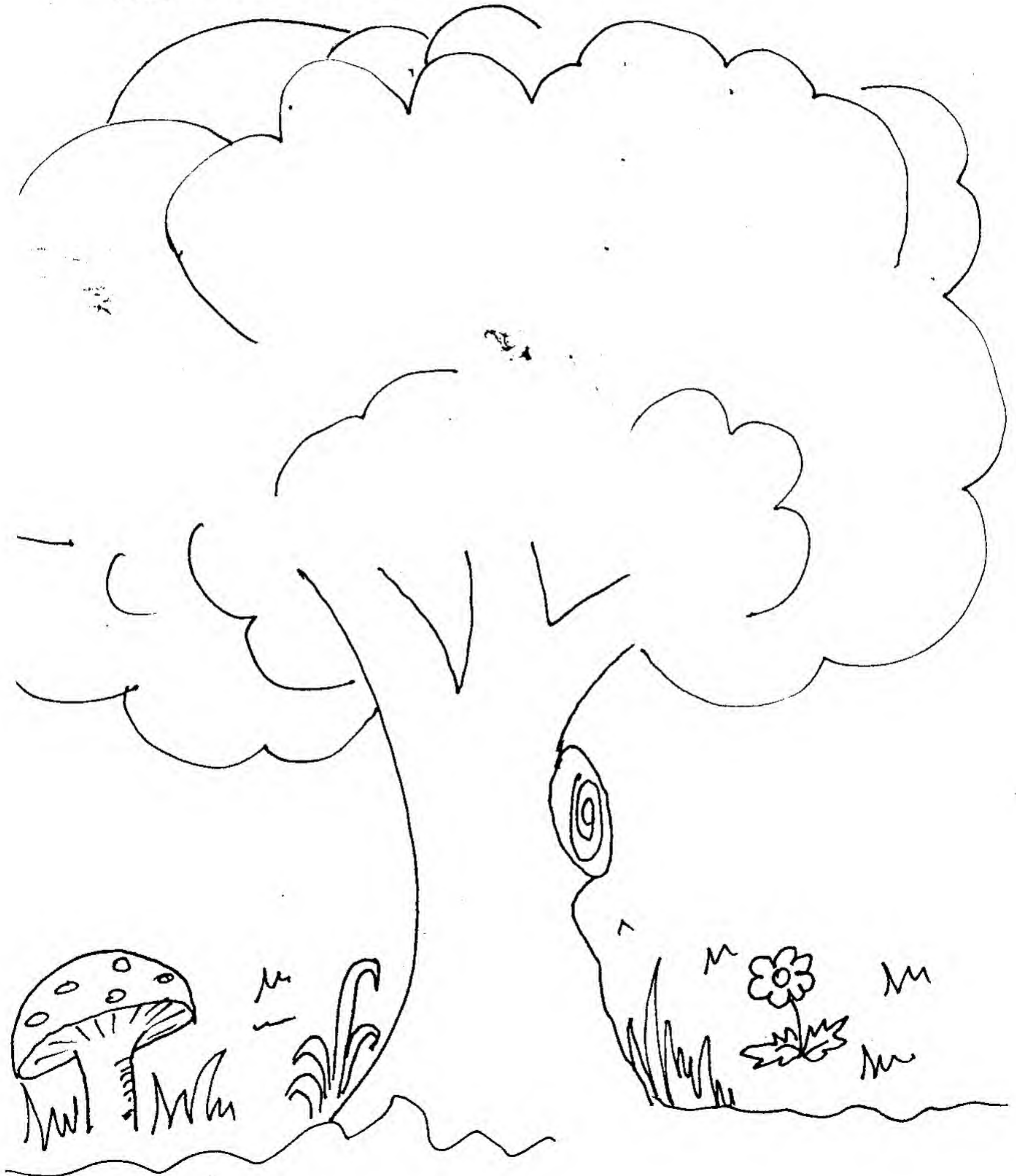


# Worksheet

Level: Nur.  
Week: 1

Term: 4  
Day: 3

draw leaves, flower, fruit and branches  
on the tree..





# Lesson Plan

## Reading

Level: Nursery

Term: 4

Week: 1

Day: 4

1. **Objectives:** The children will be able to:
    - Retell or reread the text
    - Become aware of the characters
    - Learn the new word to enrich their vocabulary
    - Develop language.
  2. **Topic:** Peter has a toy and Jane has a toy.
  3. **Material:** Text page.
- 

#### 4. **Procedure:**

- a. Ask the following:
  - What can you see in the picture?
  - Which word starts with the sound 'p'?
  - Which word starts with a sound 'j'?
  - Which is a new word in the text? etc.
- b. Reading aloud:
  - Point to the text and ask the children to tell how many times the letter 'a' is used in the text.
  - Teacher will read the lines aloud and the children will also read aloud in chorus.
- c. Individual reading:  
Each child can read the text one by one.



Peter has a toy  
and  
Jane has a toy.





# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 1  
Day: 5

1. **Objective:** The children will be able to trace the letters with proper formation.
  2. **Activity:** Colouring in associated pictures.
  3. **Material:** Work sheets, sand tray, sand paper letters, chalk and board.
- 

#### 4. **Procedure:**

The children will be given the work sheets of the letters q, w and v to trace over the dots starting from a given point.

#### **Group Work:**

All the work can be done in groups. One group can do the colouring, one group can do the tracing and one group can work with the material, all the groups can work in rotation.



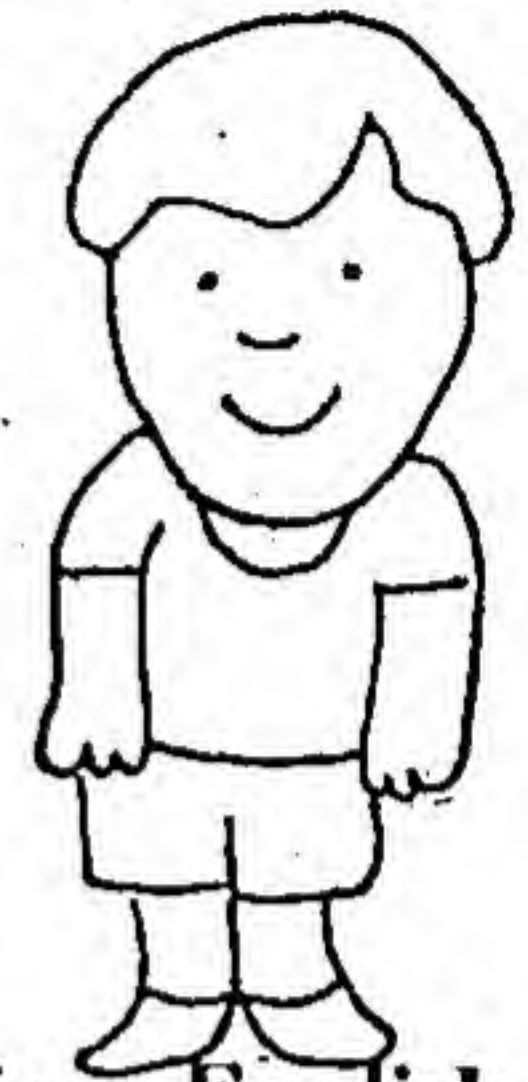
# Worksheet

Level: Nursery  
Week: 1

Term: 4  
Day: 5

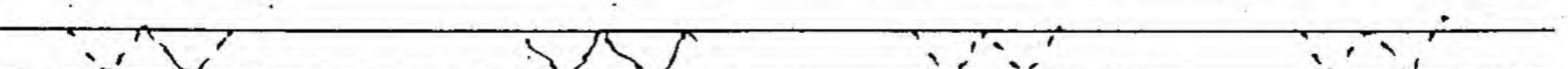
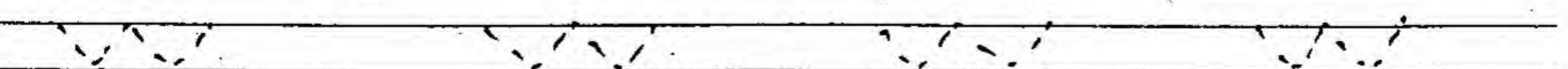
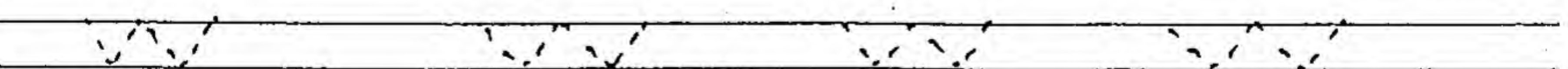
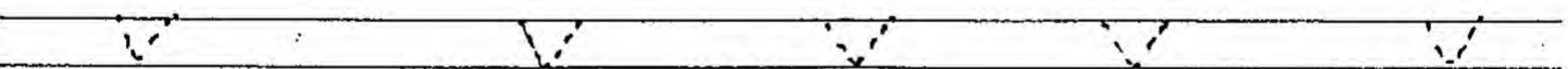
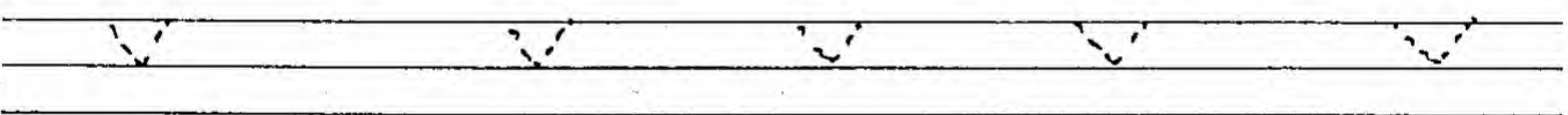
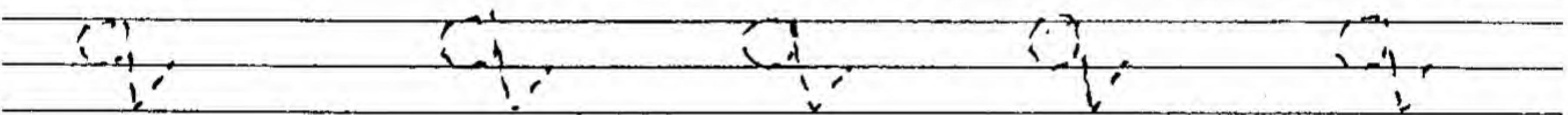
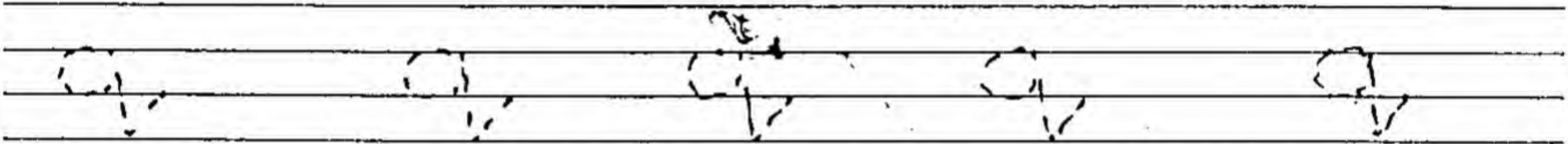


Class: Nursery



Subject: English

Name: \_\_\_\_\_





# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 1  
Day: 6

1. **Objective:** The children will be able to write the letters q, w and v independently.
  2. **Activity:** Colouring in associated pictures.
  3. **Material:** Work sheets, sand tray, sand paper letters and flash cards.
- 

#### 4. **Procedure:**

The children will be given the work sheets of the letters q, w and v and they will write the letters independently.

#### **Group Work:**

One group of children can work with the material and one group of children can do the work sheets.



# Worksheet

Level: *Nursery*  
Week: *1*

Term: 4  
Day: 6

date: \_\_\_\_\_

day: \_\_\_\_\_



write

queen

[illegible]



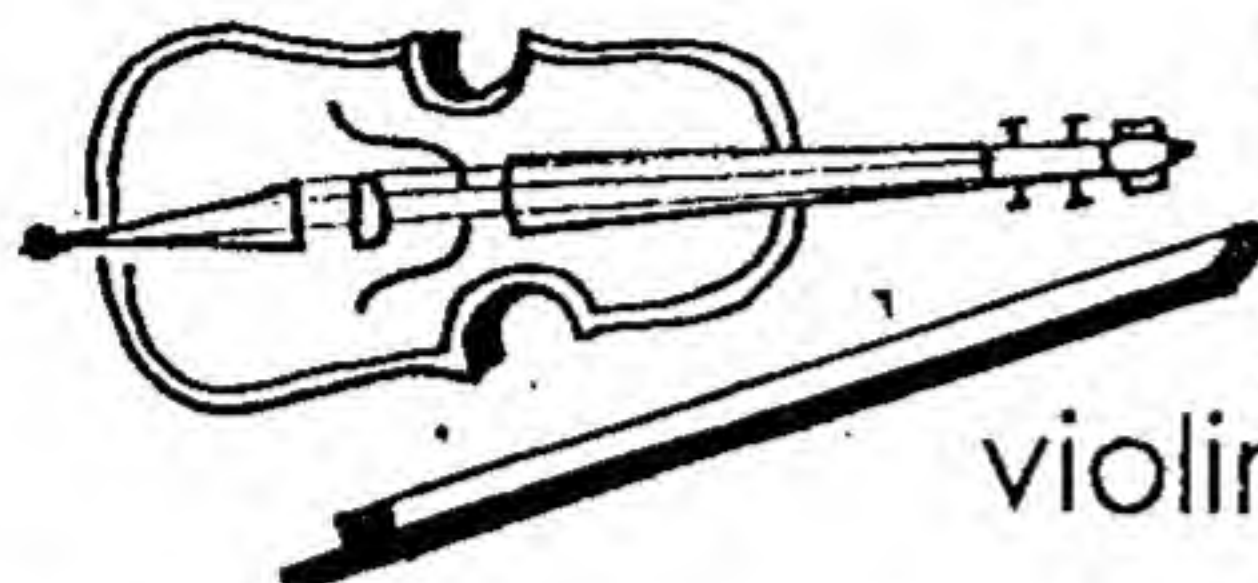
# Worksheet

Level: *Nursery*  
Week: *1*

Term: 4  
Day: 6

date: \_\_\_\_\_

day: \_\_\_\_\_



write

violin

[illegible]



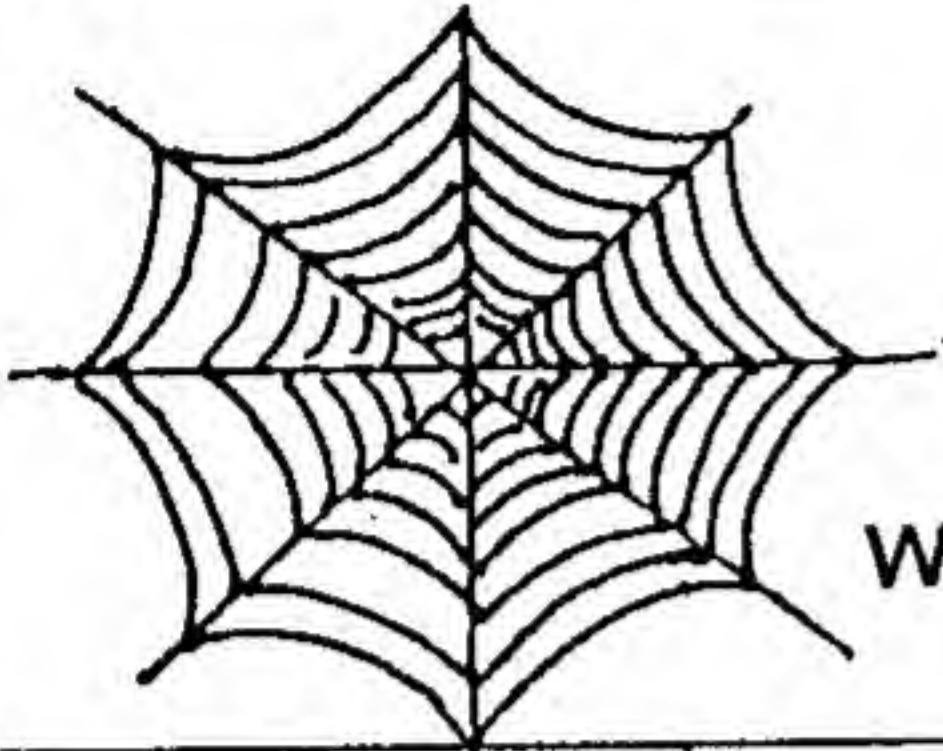
# Worksheet

Level: *Nursery*  
Week: *1*

Term: 4  
Day: 6

date: \_\_\_\_\_

day: \_\_\_\_\_



web

write

[illegible]



# Lesson Plan

## English

Level: Nursery

Term: 4

Week: 2

Periods: 8

Communication	Reading	Writing	Assessment
Reinforcement of all the phonic sounds done so far. ong Story 'The Ugly Duckling.' Revision of at, an, ap, in and ot words.	- Text Peter has a ball. Peter likes the ball. New word (ball)	- Independent writing of q, w and v. - Booklets of 'in' words.	Booklets can be used for assessment



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 2

Day: 1

1. **Objectives:** The children will be able to:
    - Memorize the sounds of letters done earlier.
    - Revision of all the letters with its mentioned pictures.
  2. **Activity:** Material work.
  3. **Material:** Sand tray, sand paper letters, flash cards, chalk & boards or slates.
- 

#### 4. **Procedure:**

The teacher will reinforce the letters done on the board and will ask the children to recognize them and say the sounds of the letters with its related objects, give each child a turn to read the letters with its related objects, and tell you the sounds and discuss pictures that start with the mentioned sounds later they can trace the sand paper letters to get the sensorial impression, writing letters in the sand.



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 2

Day: 1

1. **Objectives:** The children will be able to:
  - Enjoy the rhythm of the song.
  - Pronounce the rhyming words and lines of the song.
2. **Activity:** Singing with action.
3. **Material:** A song page (I am bringing home my baby bumble be,) casset and cassette player.

---

#### 4. **Procedure:**

- a) Preparation.  
Tell them that are going to listen to and sing a poem song from th cassette.
- b) Introduction.  
Discussion about the poem and check the vocabulary if needed.
- c) Listening.  
Play the cassette and they will listen only.
- d) Singing.  
Distribute the poem page and ask them to move fingers on the line while singing the poem.  
They will sing along with the cassette you must join them and sin along with action.



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 2  
Day: 2

1. **Objectives:** The children will be able to:
- Develop language and vocabulary.
  - Identify and discuss characters of the story 'The Ugly Duckling' e.g. appearance, behaviour, qualities.
  - Learn gestures and feelings.
  - Talk about stories in their own words.
2. **Material:** Story book.

3. **Procedure:**

Talk about the story first what it is about, what does ugly mean, whose baby is duckling, have you seen a duckling, does the picture talk?  
(Telling stories is one of the most affective ways of developing language. Stories should be simple and not too long as children have a short span of attention and are unable to sit through and comprehend lengthy tales.)  
Different voice/facial expressions should be offered for characters in the sotry.

Advice; Keep on asking questions about the story.



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 2  
Day: 3

1. **Objectives:** The children will be able to:
  - Reinforce language.
  - Recognize words with the phonic sounds.
2. **Activity:** Revision.
3. **Material:** Flash cards, booklets, real objects.

#### 4. **Procedure:**

The teacher will write the at, in, an, ap and ot words on the board along with their related pictures. The teacher will keep on writing the series and the children will read the sight words written on the board e.g.

at	an	in	ap	ot
bat	can	bin	bap	cot
cat	fan	fin	cap	dot
fat	man	pin	gap	hot
hat	pan	sin	lap	got
mat	ran	tin	map	lot
pat	tan	win	nap	not
rat	van		rap	pot
sat			sap	rot
			tap	



# Lesson Plan

## Reading

Level: Nursery  
Term: 4  
Week: 2  
Day: 4

1. **Objectives:** The children will be able to:
  - Enjoy reading session.
  - read aloud with understanding.
  - Read with fluency and correct pronunciation.
2. **Topic:** Peter has a ball  
Peter like the ball.
3. **Material:** Text page.

---

#### 4. **Procedure:**

- Task A. Ask the following:
1. What can you see in the picture?
  2. What is the dog doing in the picture?
  3. What are the children doing in the picture?
- Task B. Reading aloud.  
Talk about the picture and read the text aloud and let the follow you.
- Task C. Individual reading.  
After reading aloud in a group you can call each child to do reading. The routine can be carried out whenever the children



Peter has a ball.  
Peter likes  
the ball.



new word

ball



# Lesson Plan

## Writing

Level: Nursery

Term: 4

Week: 2

Day: 5

1. **Objectives:** The children will be able to:
    - Write the letter q, w and v in the four lines independently.
    - work independently
  2. **Activity:**
    - Working with the material.
  3. **Material:** Chalk and boards, sand tray, flash cards, sand paper letters, worksheets.
- 

#### 4. **Procedure:**

The children will write the letters on the four lines independently with correct formation.

#### **Group Work**

The children will work in groups, one group can do writing while you can observe them with the formation. The other group can work with the material.



# Worksheet

Level: Nursery  
Week: 2

Term: 4  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

write



Uppercase letter V is shown on handwriting lines, with the top of the letter reaching the top line and the bottom reaching the bottom line.

W

q



# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 2  
Day: 6

1. **Objectives:** The children will be able to:
    - Do match and join exercises independently in the booklet of in words.
    - Circle the correct letter exercises independently.
  2. **Activity:** Colouring in the associated pictures
  3. **Material:** Booklets of in words.
- 

#### 4. **Procedure:**

The children will write the letters on the four lines independently with correct formation.

#### **Group Work**

The children will do the match and join and circling activities prepared in the given booklets of in words as provided in the samples.

#### **Follow up**

Reinforcement through class display or board (15 minutes)



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 3

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Reinforcement of all the letters done so far.</li><li>- Oral introduction of the letters x, y and z along with the names of corresponding things.</li></ul> <p>a) Introduction of en and un words.</p> <p>b) Fun activity</p>	<p>Text</p> <p>Here is the dog.</p> <p>The dog has the ball.</p>	<ul style="list-style-type: none"><li>- Booklet of ot words.</li><li>- Tracing of the letters x, y and z in between the double line.</li></ul>	<p>Booklets can be used for assessment</p> <p>Match and join</p>



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 3

Day: 1

1. **Objectives:** The children will be able to:
    - Memorize of the sounds learnt earlier.
    - Recognition and reinforcement of the letters.
  2. **Activity:** Material work.
  3. **Material:** Sand paper letters, sand tray, flash cards, metal inset.
- 

#### 4. **Procedure:**

The teacher will write all the letters done so far on the board in sequence a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t discuss pictures with the mentioned sounds.

#### **Group Work:**

The children can work with the material and one group of children can work with the metal inset.



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 3  
Day: 1

1. **Objectives:** The children will be able to:
- Introduction of letters x, y, z learn new sounds.
  - Add new words to their vocabulary.
  - Associate sounds to its related objects.
  - Recognize letters.

2. **Activity:** Colouring in the associated pictures.

3. **Material:** Sand tray, sand paper letters and flash cards.

---

#### 4. **Procedure:**

- The teacher will introduce the letters x, y and z by writing it on the board with its related pictures.
- Teacher will teach them the correct formation by tracing the letters in the sound.

#### **Group work:**

One group of children will do the colouring and the other will work the material.



# Worksheet

Level: *Nursery*  
Week: *3*

Term: *4*  
Day: *31*

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter x



as in fox





# Worksheet

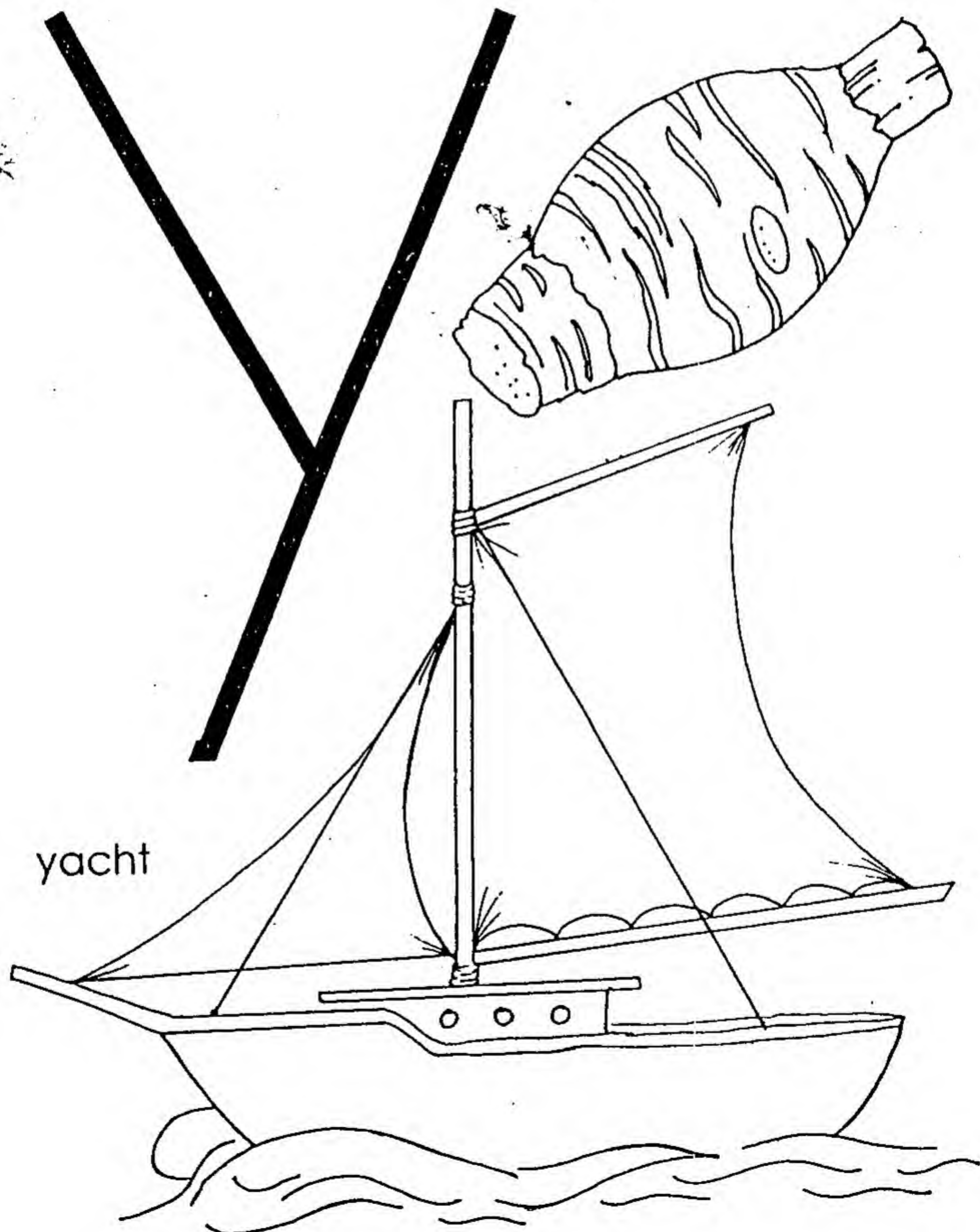
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Week: 3

Term: 4  
Day: 1

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter y





# Worksheet

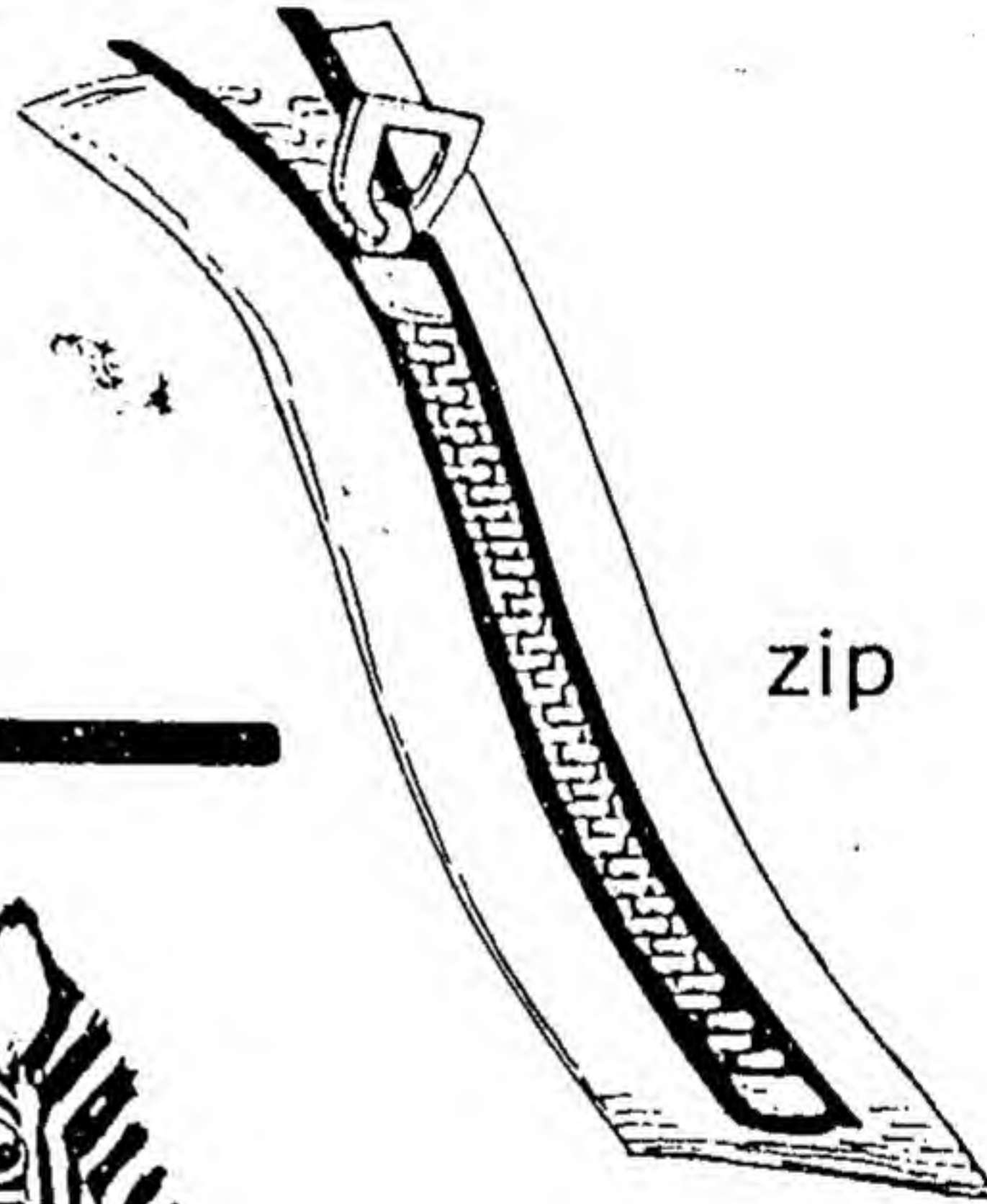
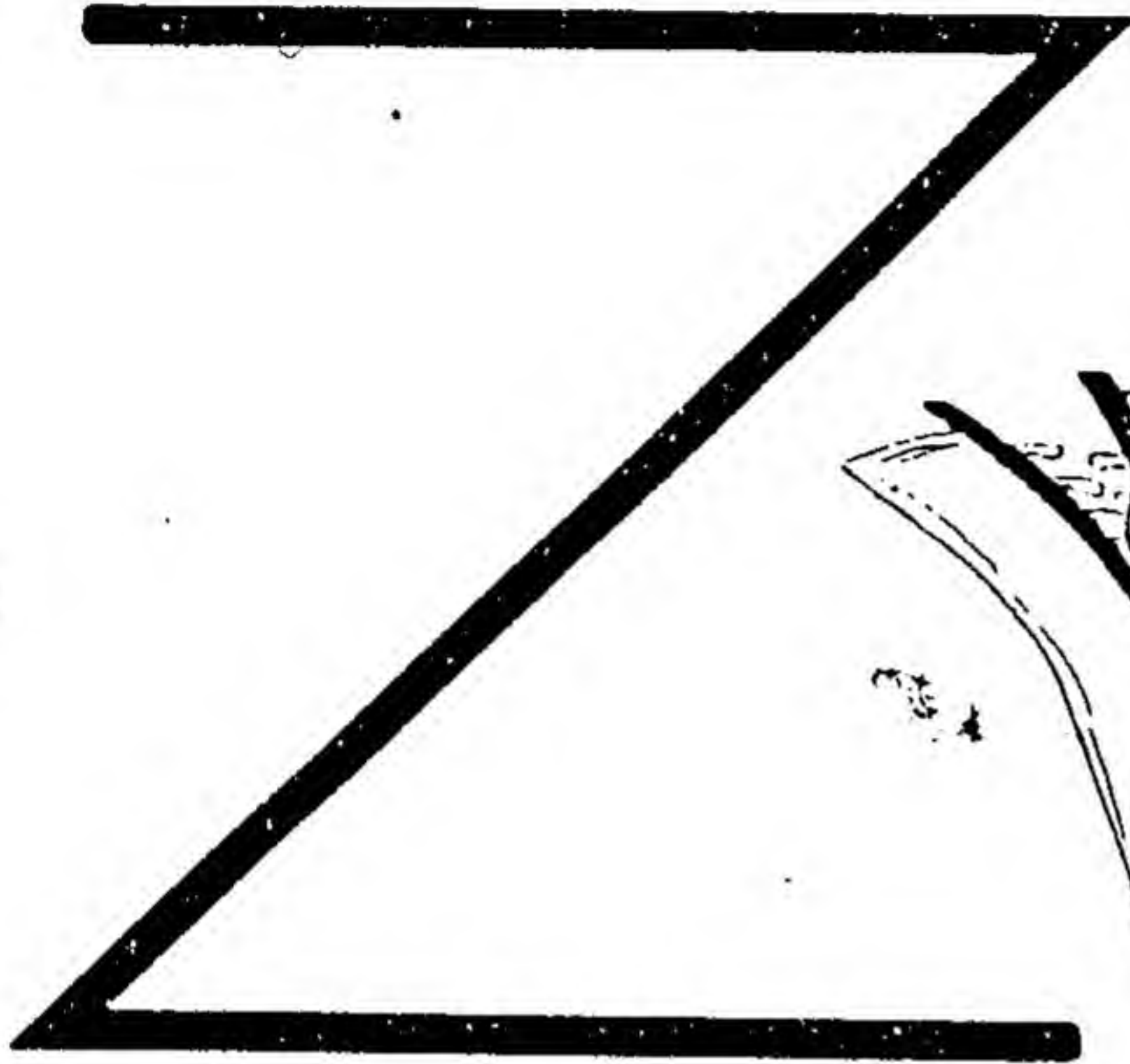
Level: *Nursery*  
Week: 3

Term: 4  
Day: 1

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to letter z



zip



ig zag



zebra



# Worksheet

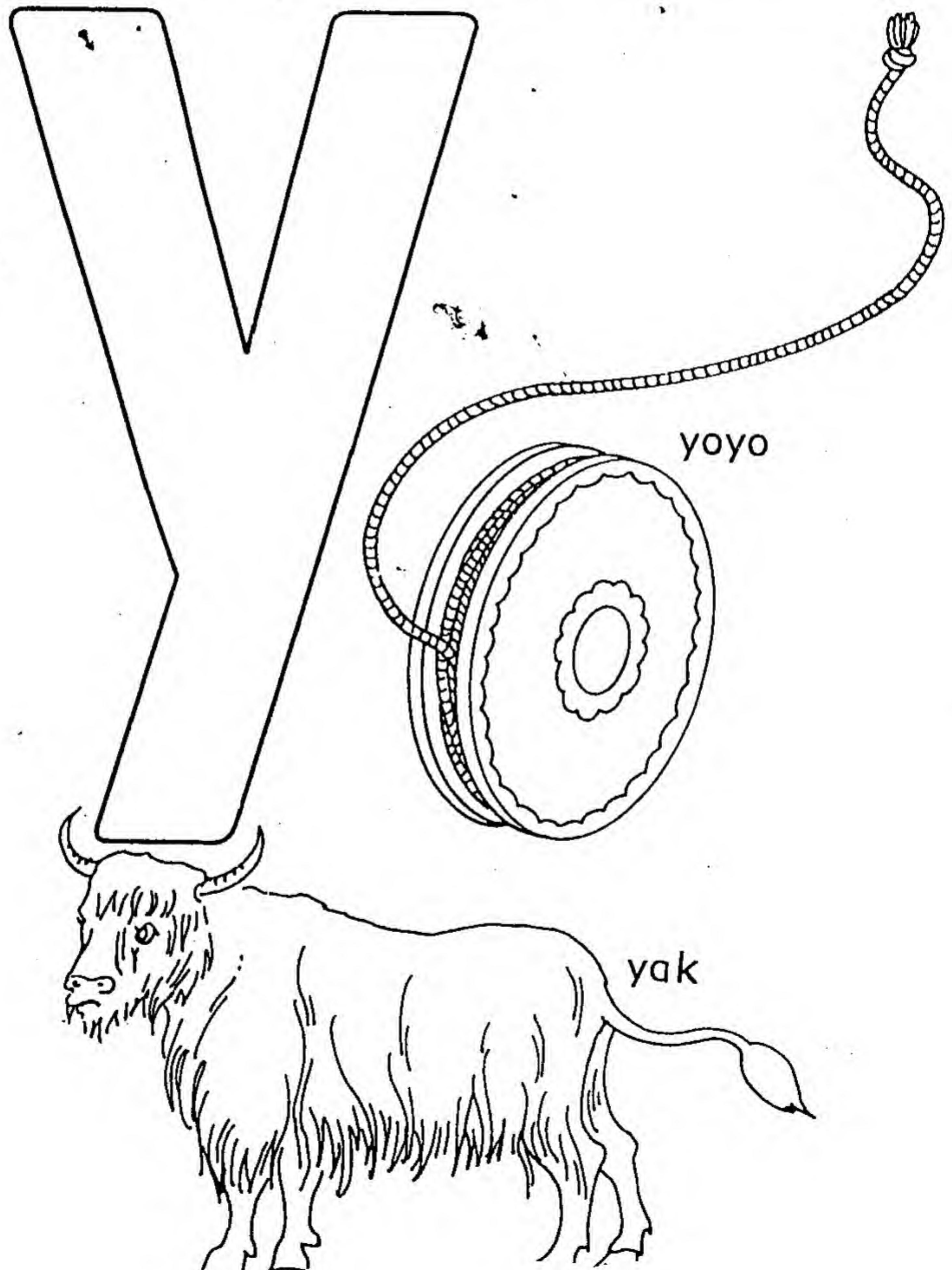
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Week: *3*

Term: *4*  
Day: *1*

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour





# Worksheet

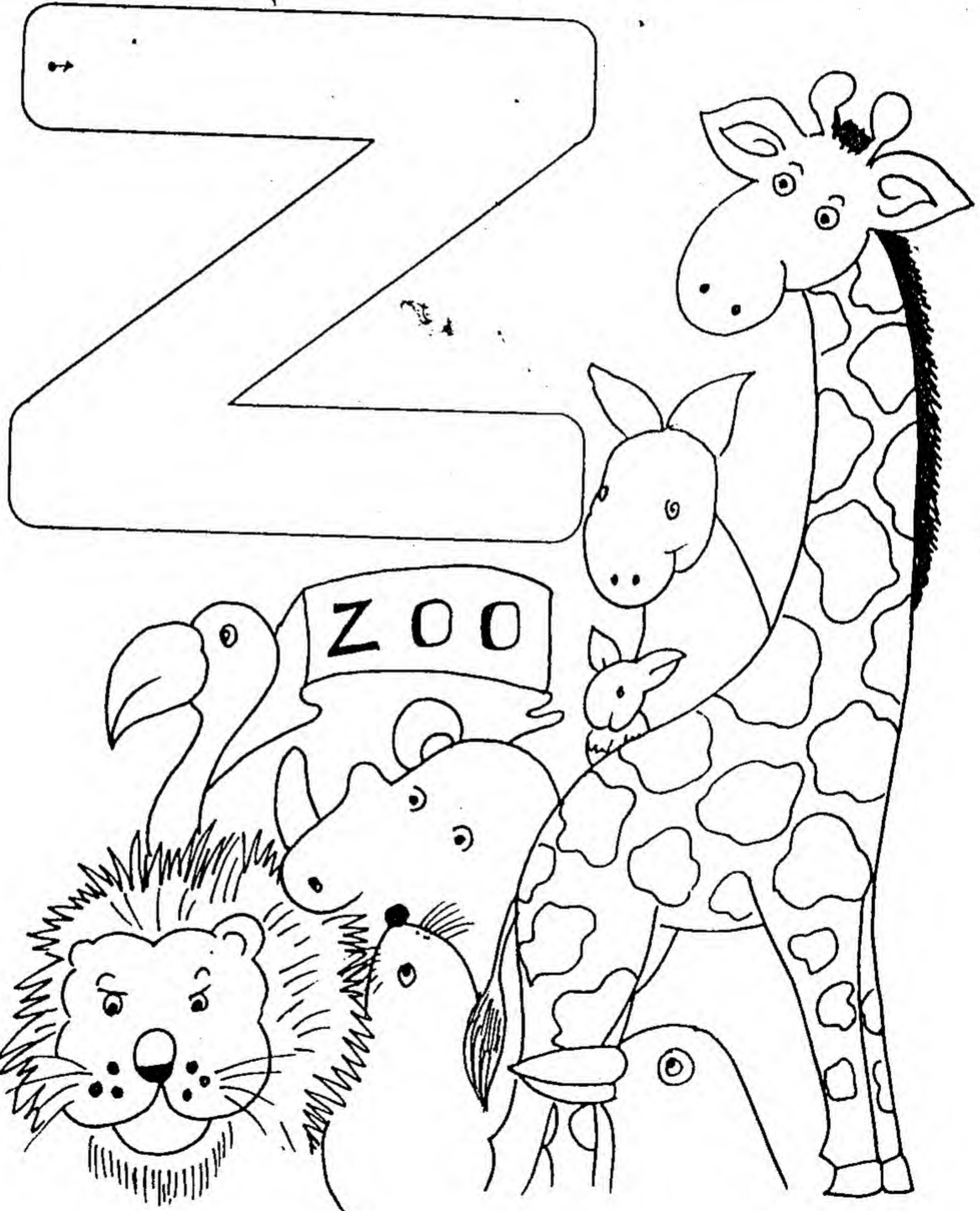
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Week: 3

Term: 4  
Day: 1

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day: \_\_\_\_\_

trace and colour





# Worksheet

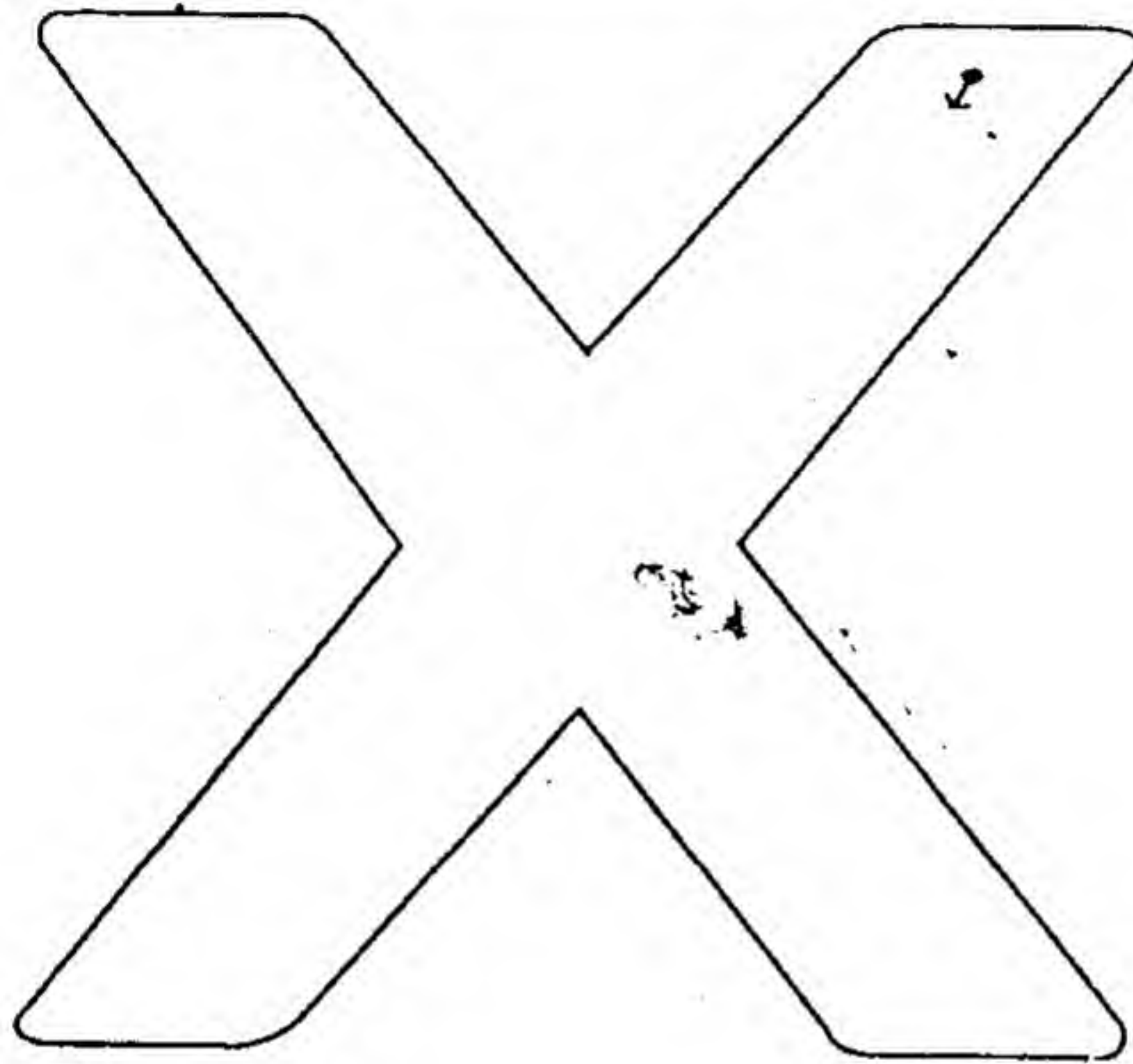
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Week: *3*

Term: *4*  
Day: *1*

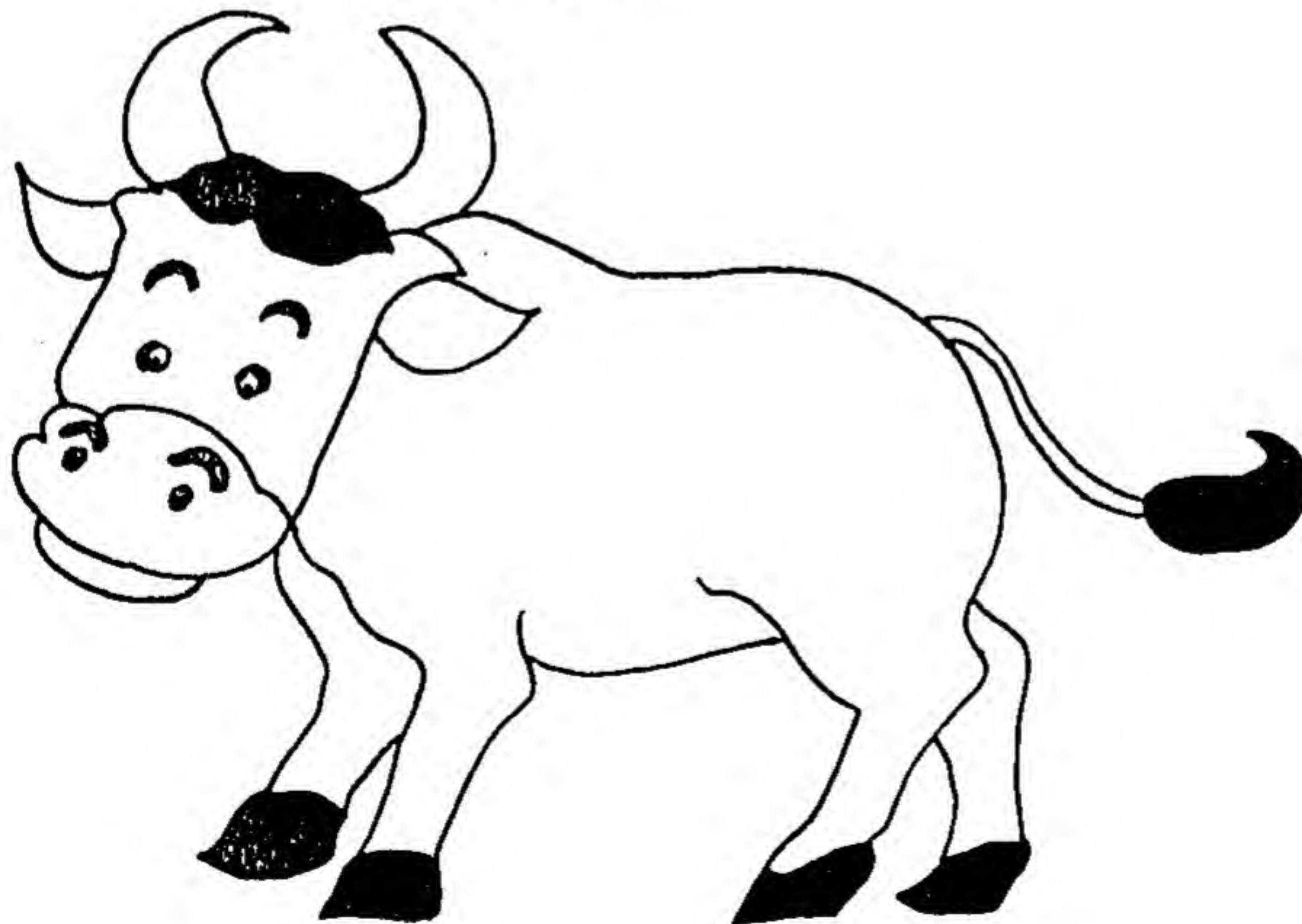
date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



as in ox





# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 3

Day: 2

1. **Objectives:** The children will be able to learn to blend sounds to make words of en and un word series.

2. **Material:** Flash cards.

---

3. **Procedure:**

Task – A: Introduction:

The teacher will introduce the word series on the board and the children will repeat after her more than once.

un	en
bun	ben
fun	ten
gun	den
nun	men
run	pen
sun	hen

Task – B: Fun activity (Match and join)



# Work sheet

## Fun Activity (match & join)

Level: Nursery

Term: 4

Week: 3

Day: 2

- Match and join
- The first one has been done for you.

pen

bun

bun

pen

den

fun

fun

men

men

den

hen

gun

run

hen

gun

sun

sun

run



# Lesson Plan

## Reading

Level: Nursery

Term: 4

Week: 3

Day: 3

1. **Objectives:** The children will be able to:
  - Read aloud with fluency and correct pronunciation.
  - Read and understand.
  - Develop language skills.
2. **Topic:** Here is the dog.  
The dog has the ball.
3. **Material:** Text page.

#### 4. **Procedure:**

- a. Ask the following questions:
  - What can you see in the picture?
  - What is the dog doing?
  - How many times the word **dog** has been used in the text? etc.
- b. Reading aloud:  
Read the text aloud and ask the children to read after you more than once.
- c. Individual Reading:  
Call each child to read the text. Later they can colour the pictures.



Here is the dog.  
The dog has  
the ball.



no new words



# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 3  
Day: 4

1. **Objectives:** The learners will be able to:
    - Do match and join exercises from the ot series booklet.
    - Recognize the words.
    - Circle the correct words.
  2. **Activity:** Colouring in the associated pictures.
  3. **Material:** Booklet of 'ot' words.
- 

#### 4. **Procedure:**

The teacher will distribute the booklets of 'ot' series and the children will read, match and circle the correct words and will give the first letter, will also colours in the associated pictures.



# Lesson Plan

## Writing

Level: Nursery

Term: 4

Week: 3

Day: 5

1. **Objectives:** The learners will be able to trace the letters x, y and z with proper formation within the double lines.

2. **Material:** Work sheets.

---

3. **Procedure:**

The teacher will distribute the work sheet and will write the letters x, y and z on the board to teach them the correct formation of letters.

Later the children will do the tracing of x, y and z in between the double lines.



# Worksheet

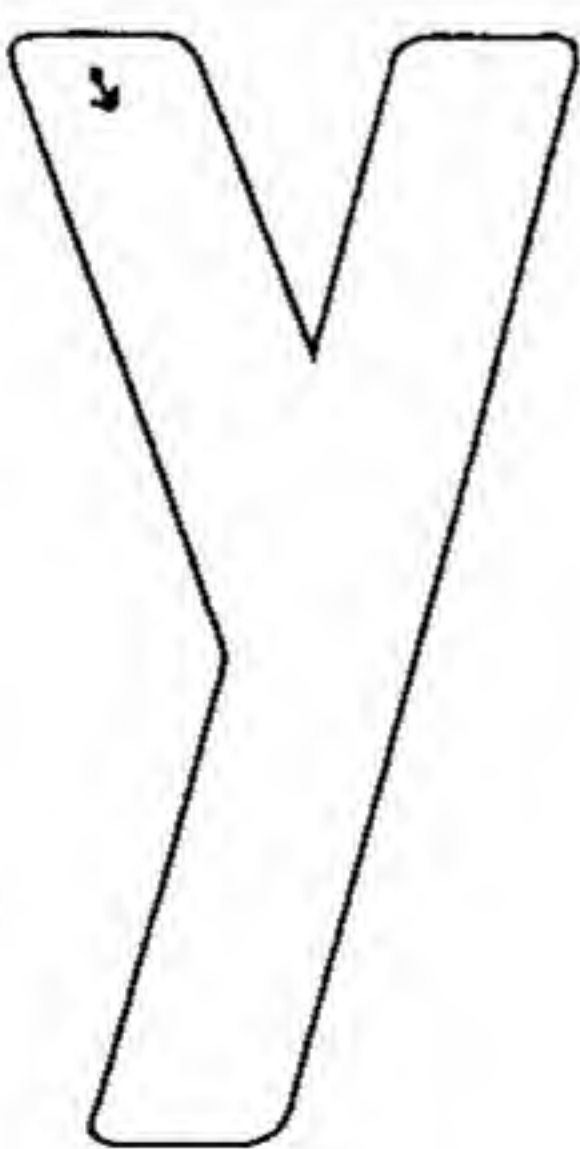
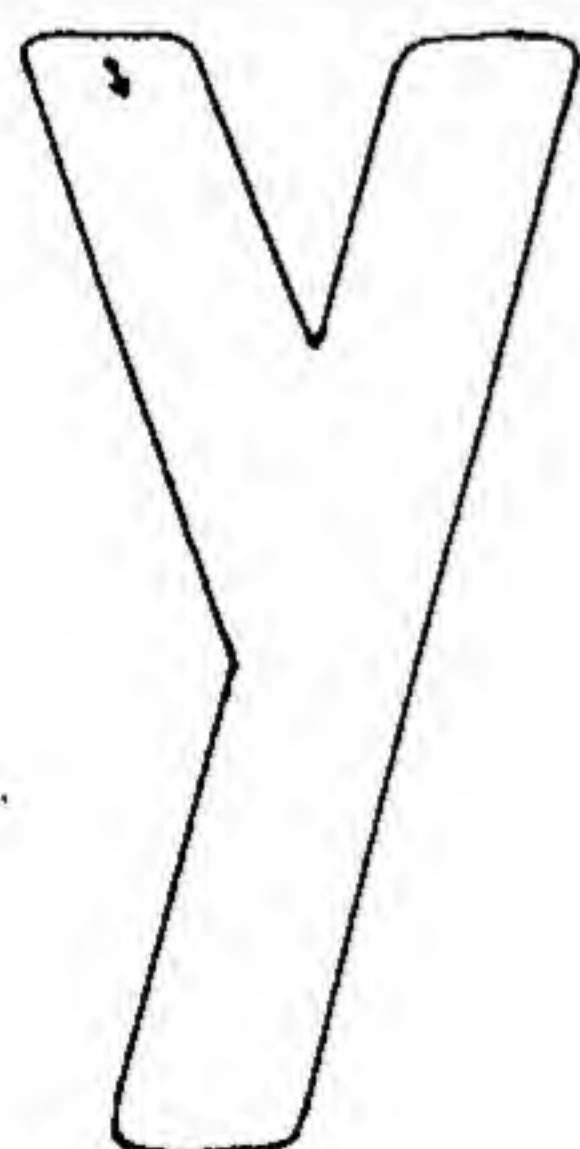
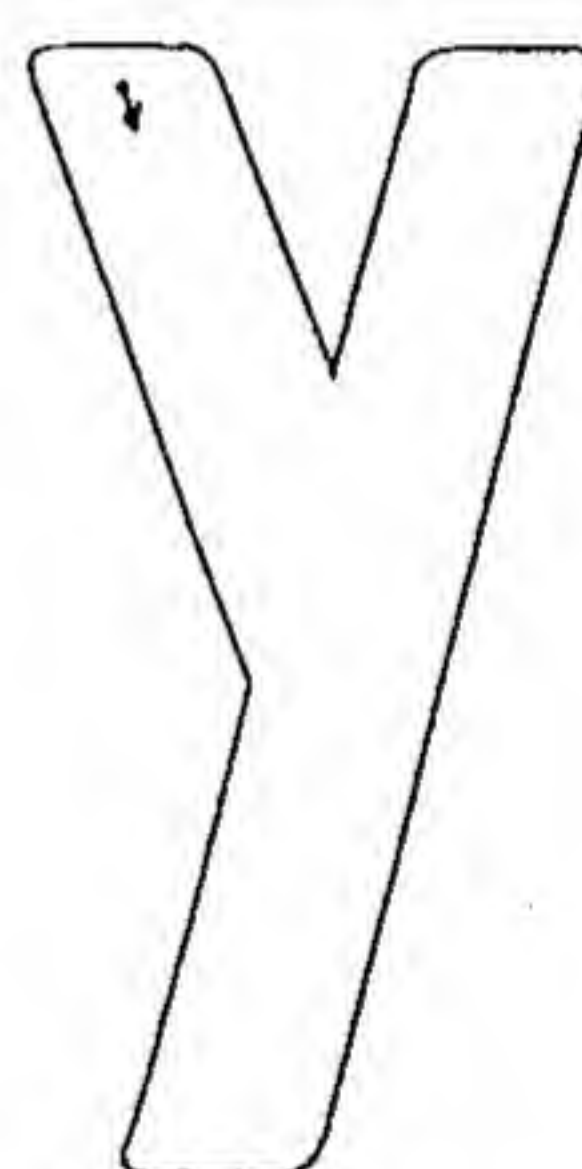
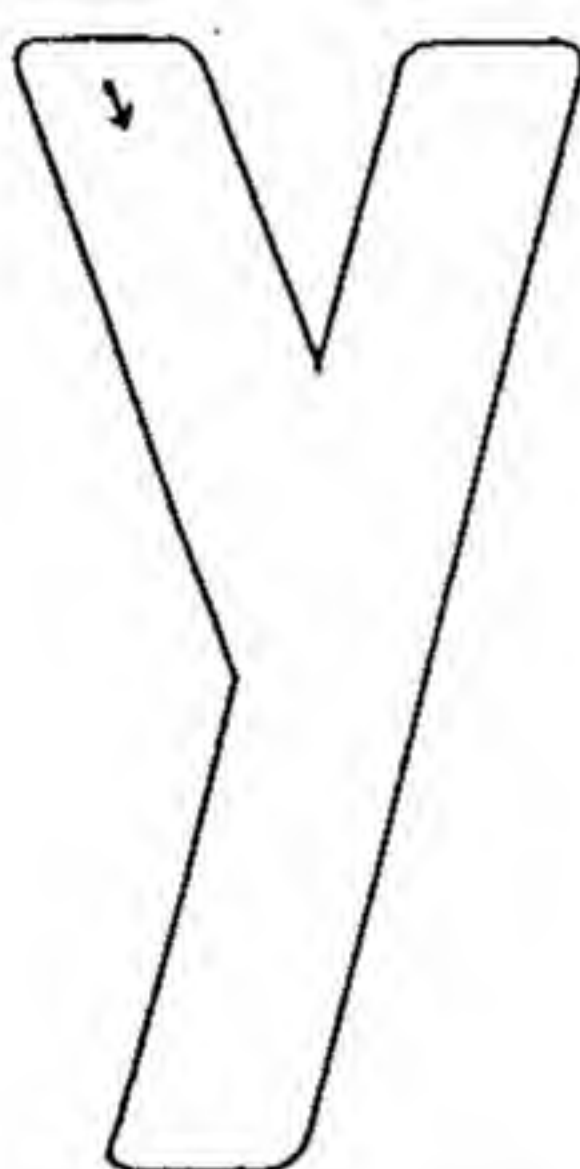
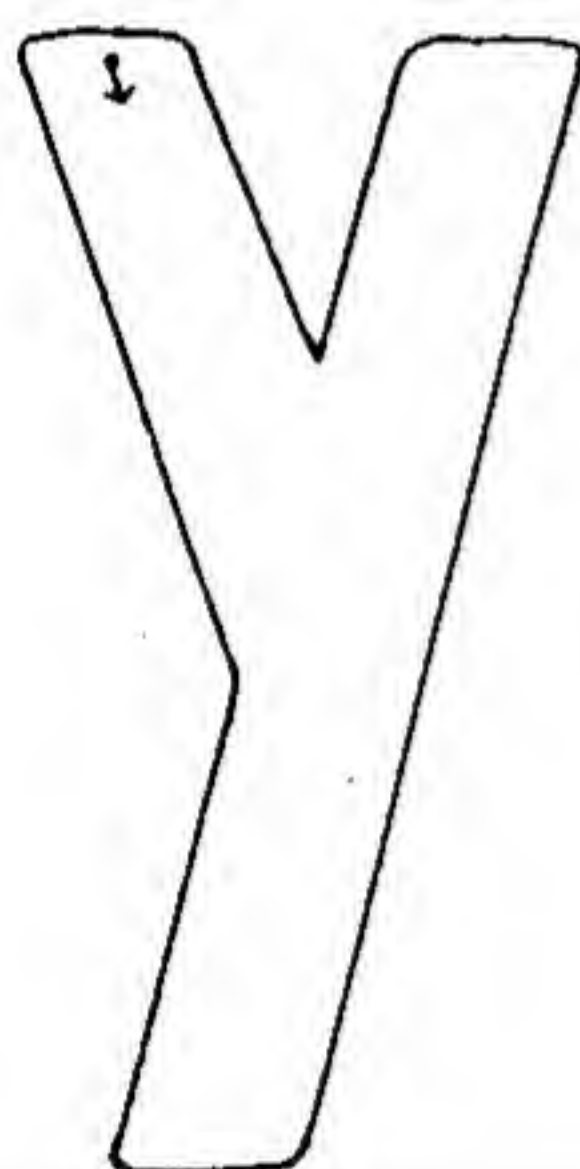
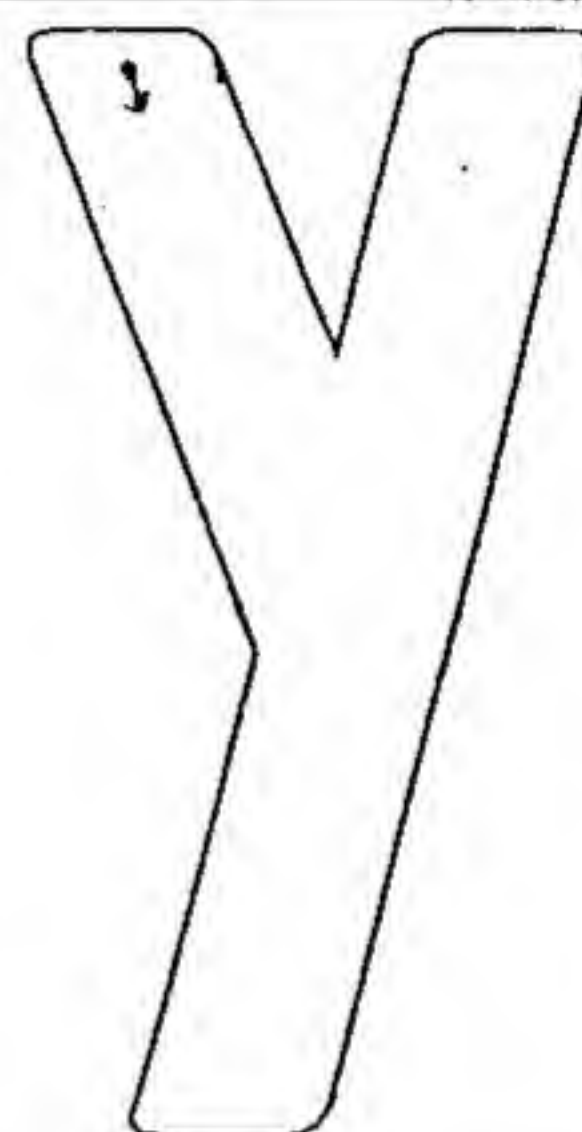
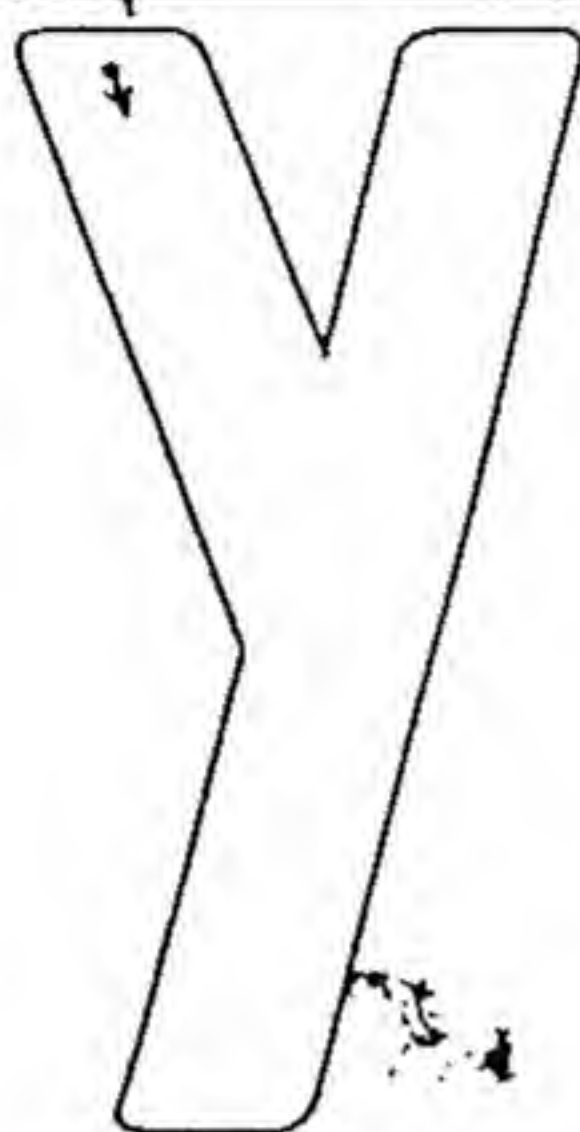
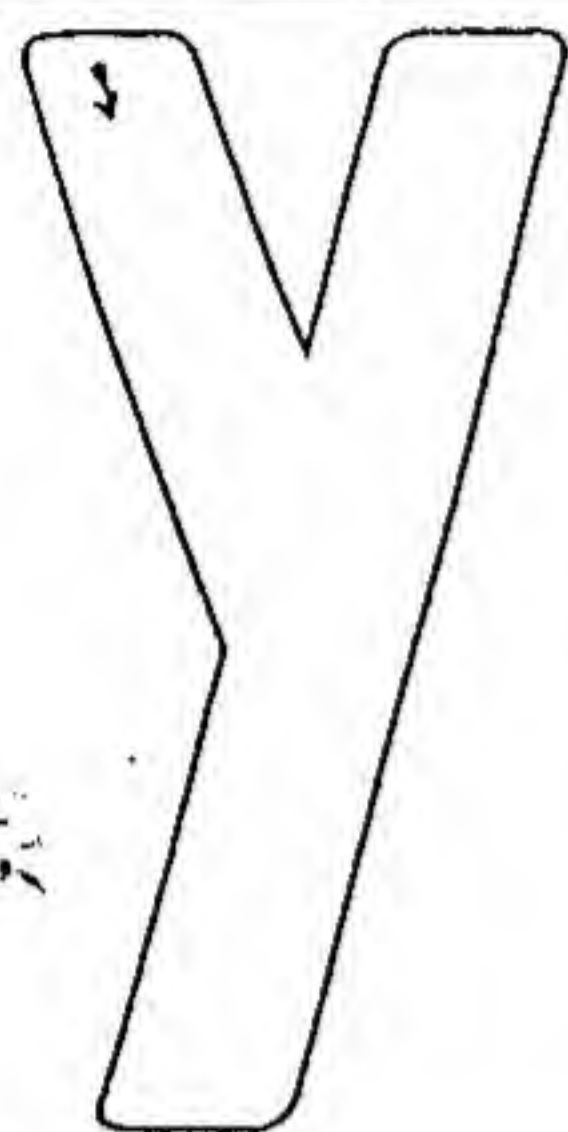
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Term: 4  
Day: 5

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trace and colour





# Worksheet

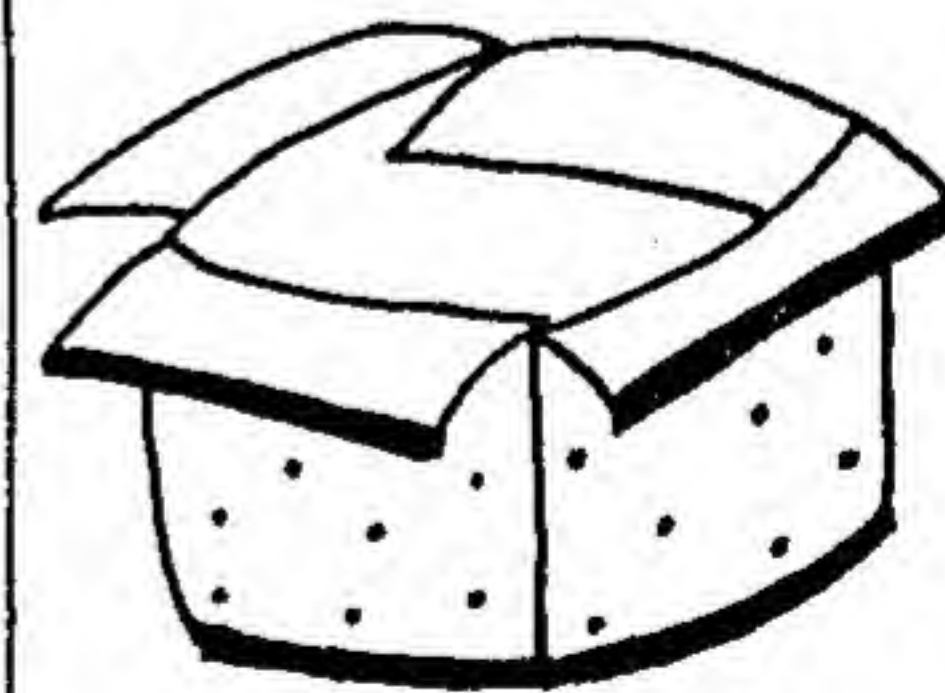
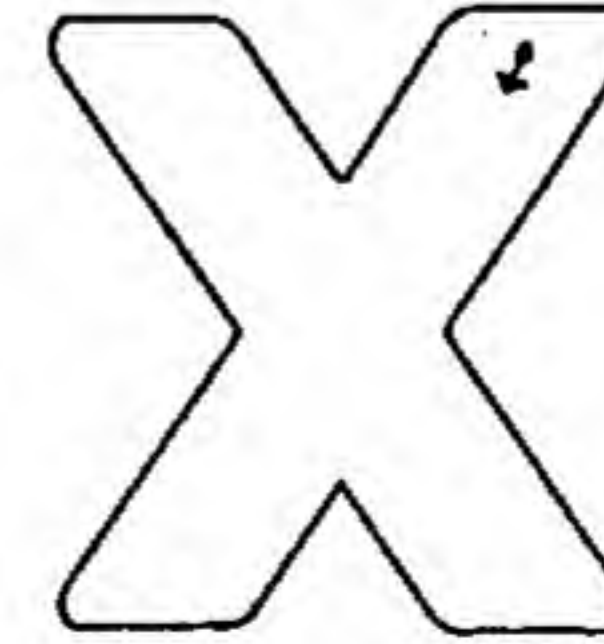
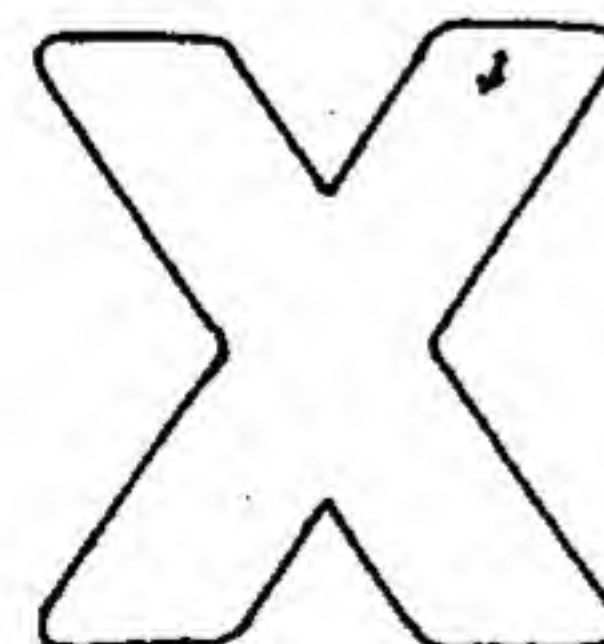
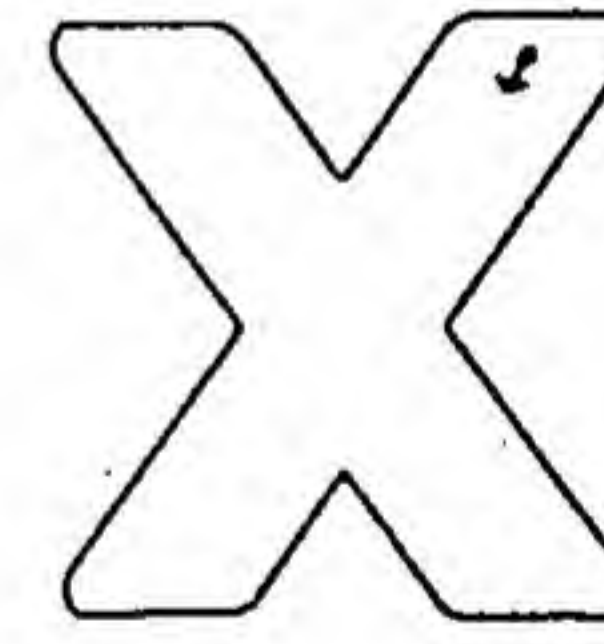
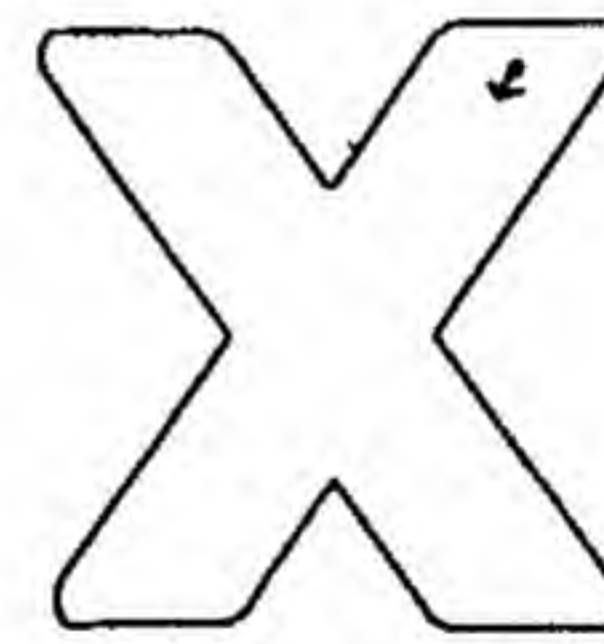
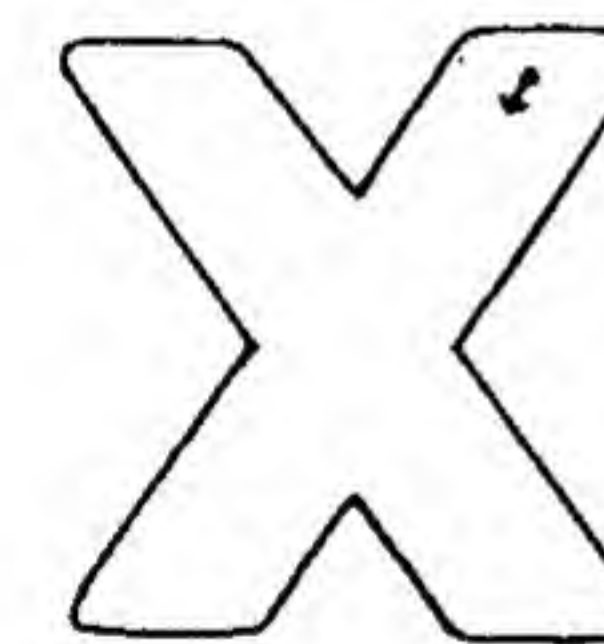
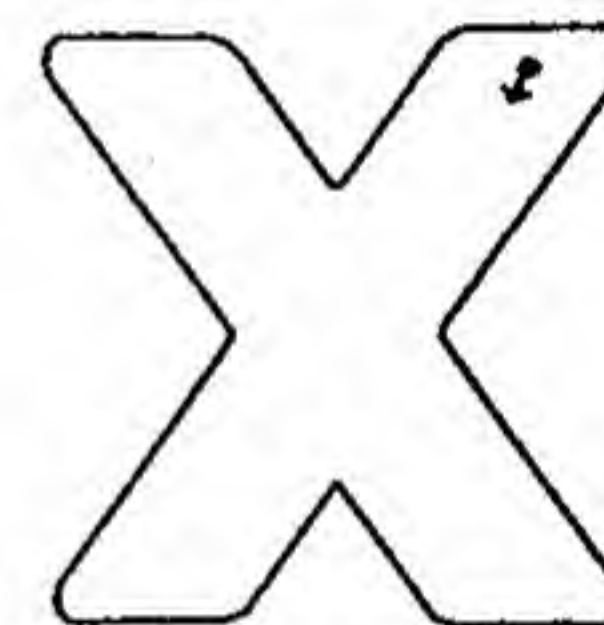
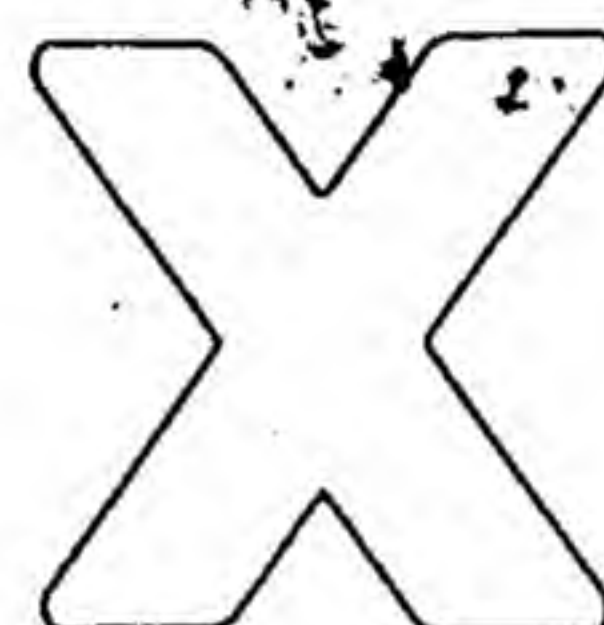
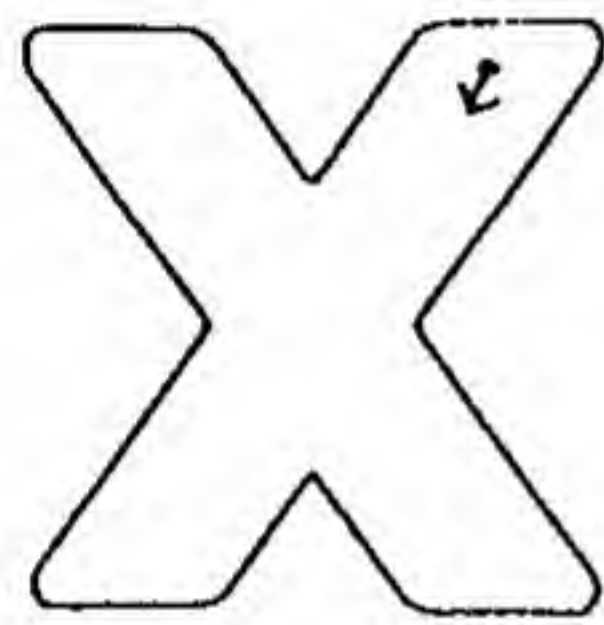
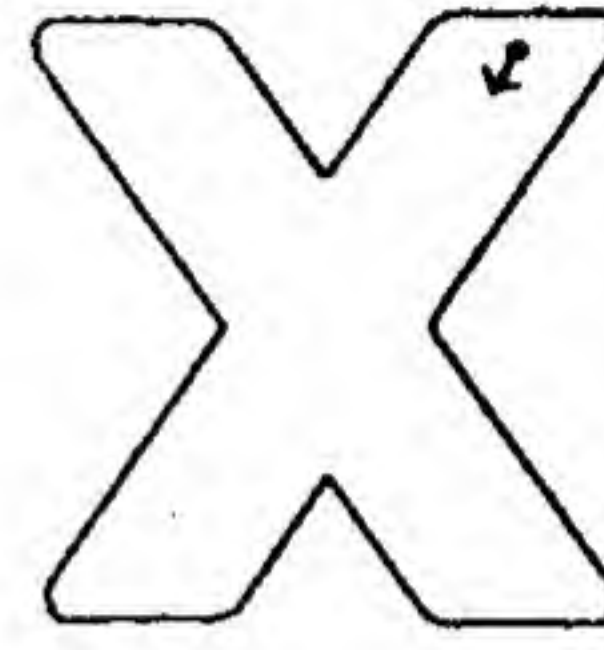
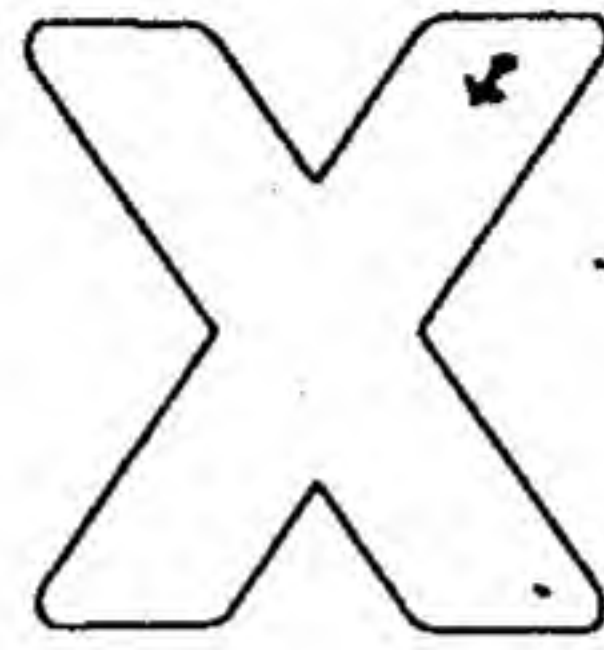
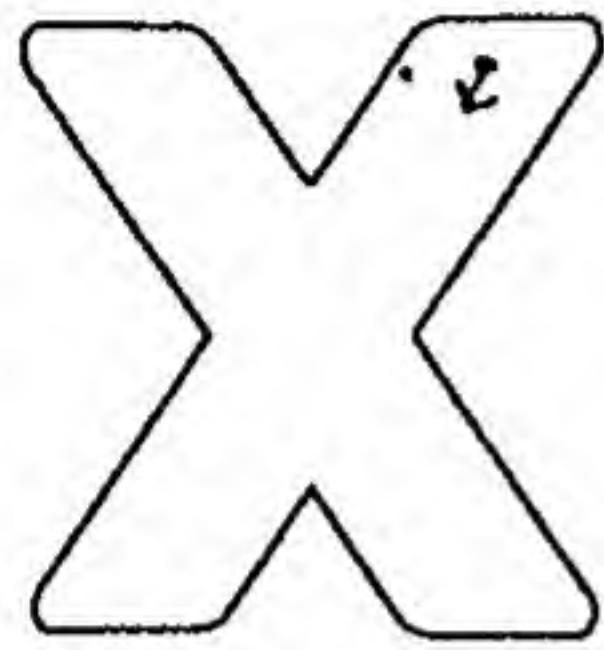
Level: *Nursery*  
Week: *3*

Term: *4*  
Day: *5*

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



qs in box



# Worksheet

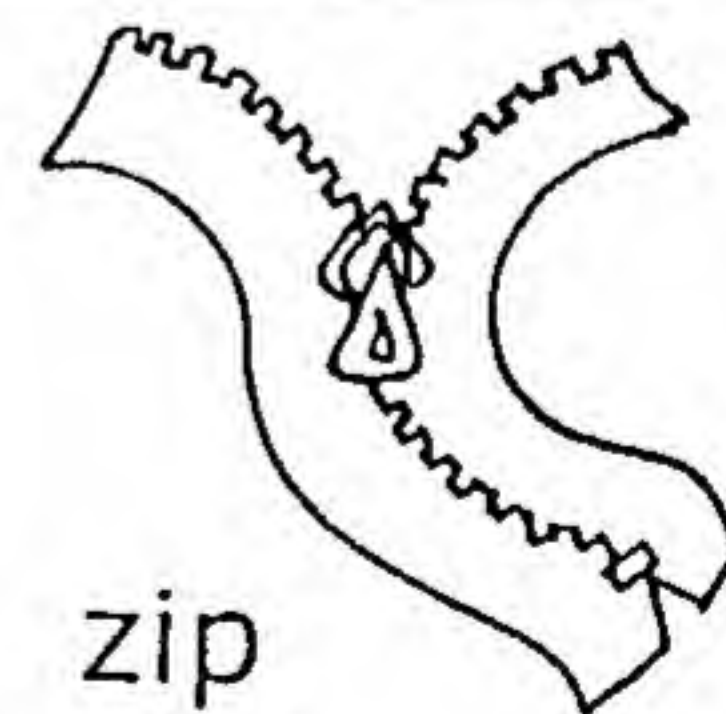
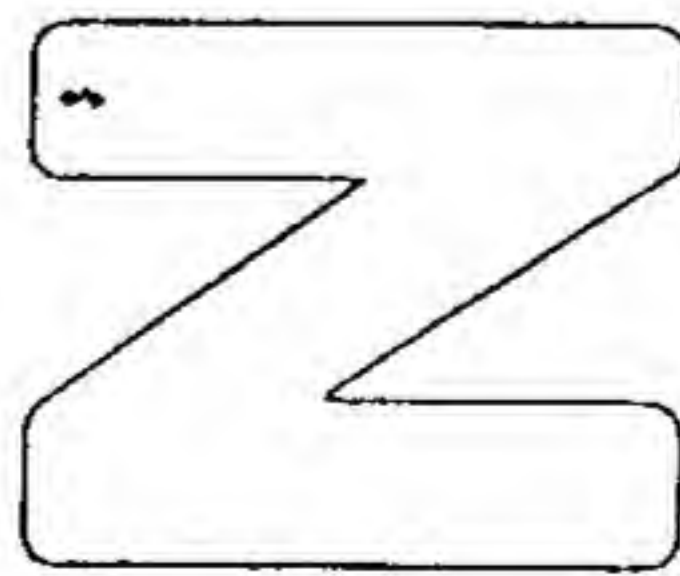
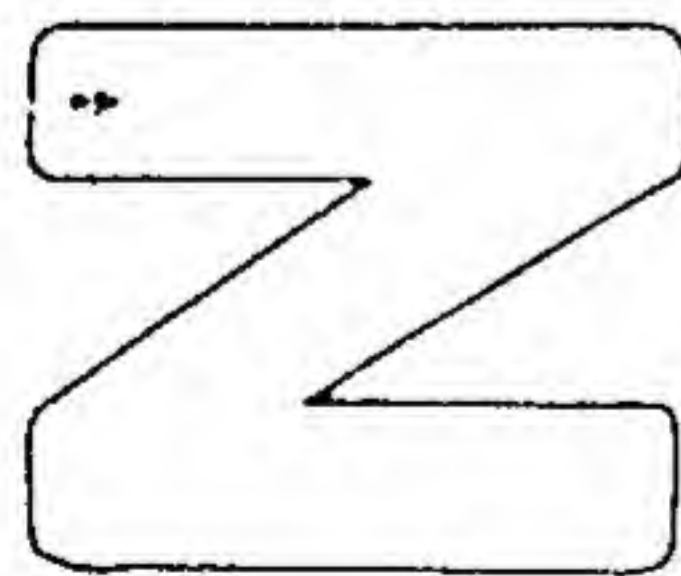
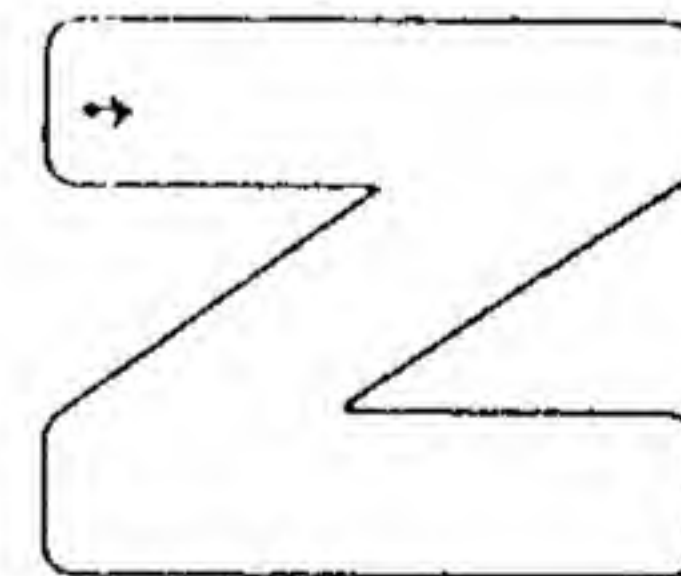
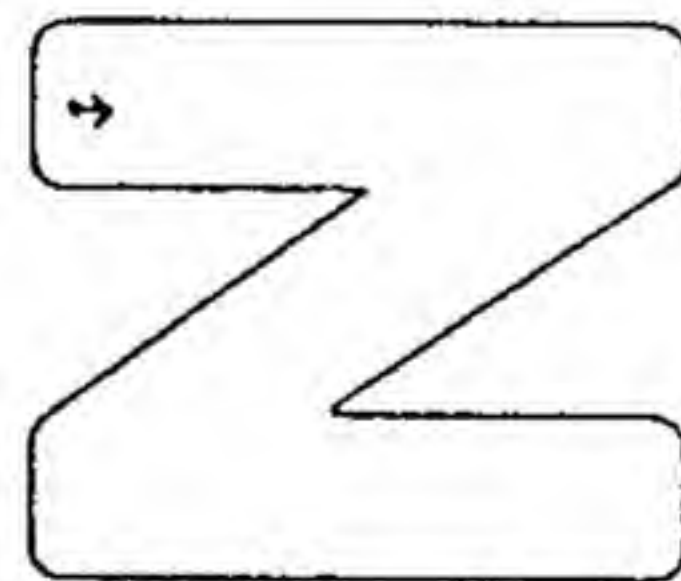
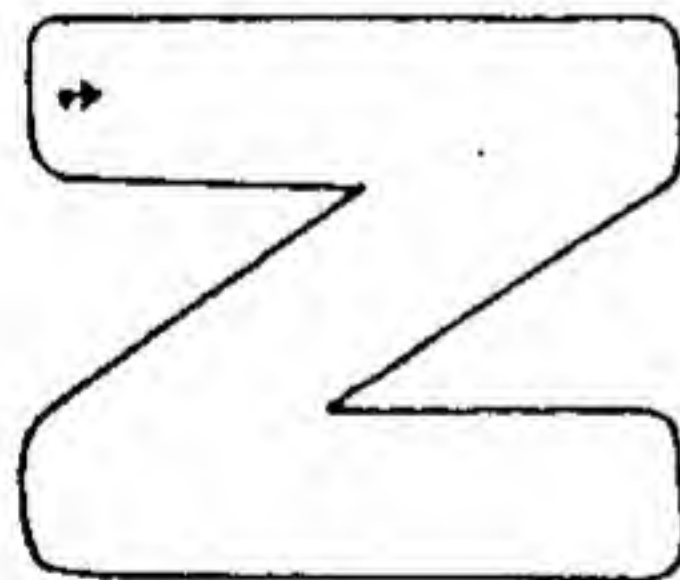
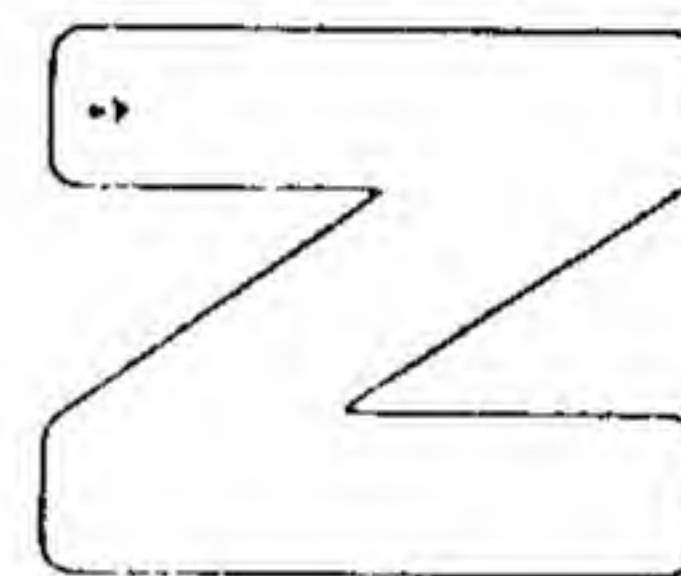
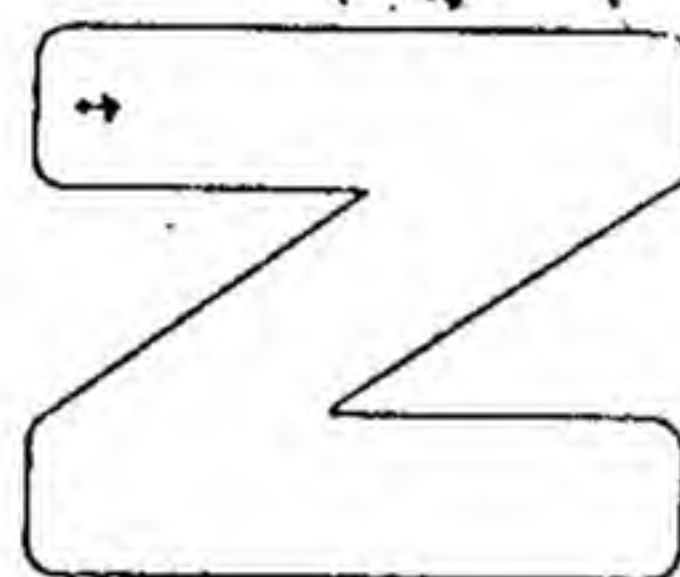
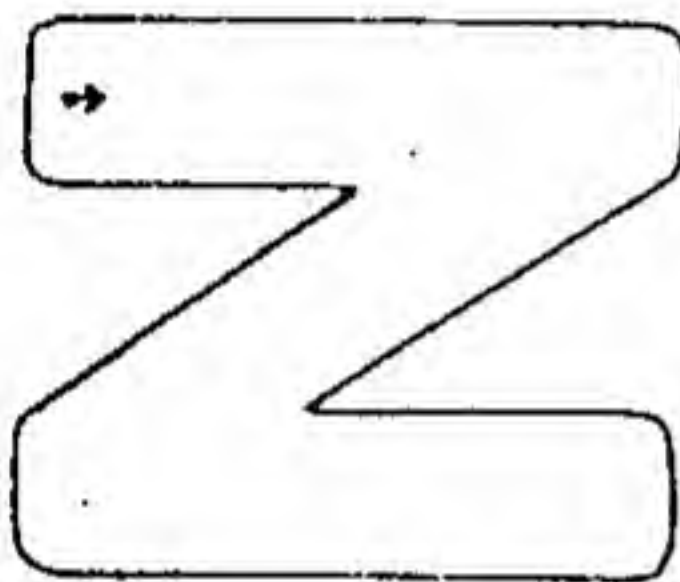
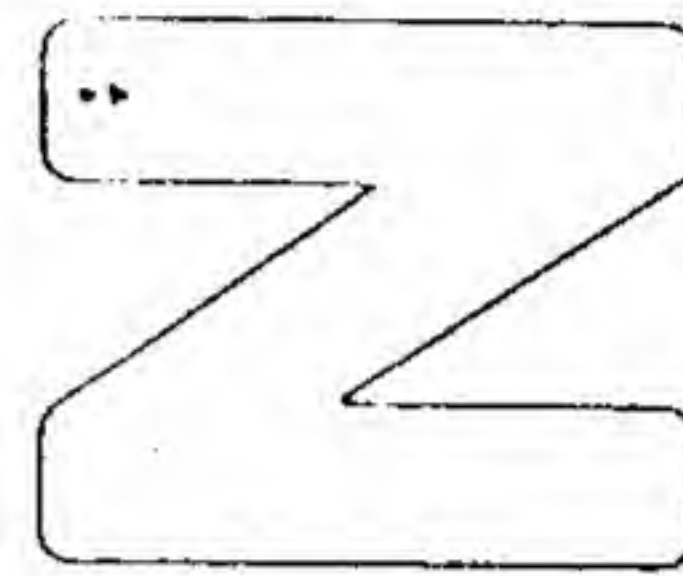
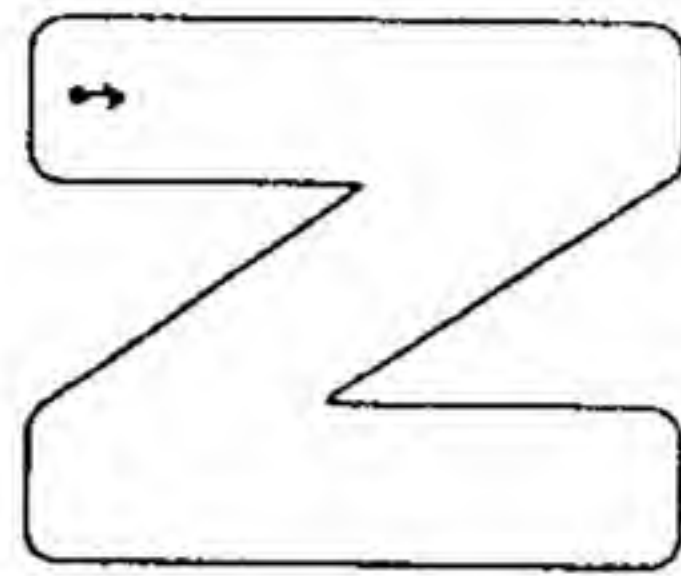
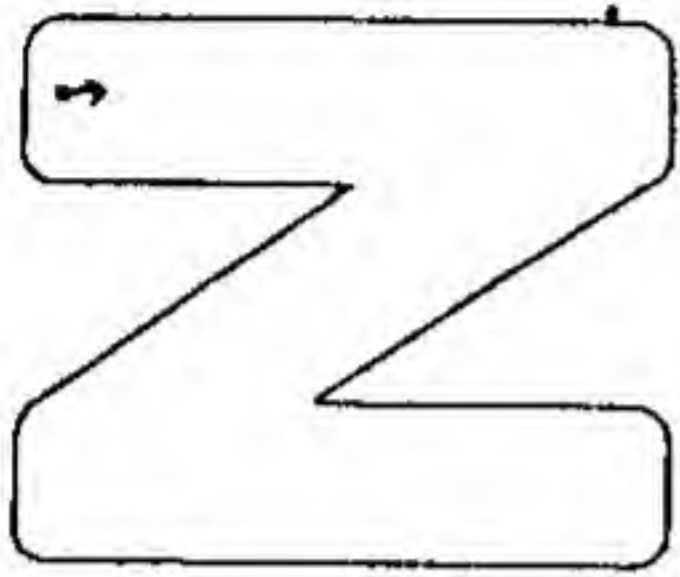
Level: *Nursery*  
Week: 3

Term: 4  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_

trace and colour



zip



# Lesson Plan

## Assessment

Level: Nursery  
Term: 4  
Week: 3  
Day: 6

1. **Objective:** The children will be able to
- Continue match and join exercises from the given booklets
  - Indirect assessment of sound blending, recognition and word formation.
  - Colouring exercise for better hand control
2. **Material:** Booklet of ot words
- 

3. **Procedure:**

The teacher will distribute the booklets and assist the children in completion.

Advise:

Indirect assessment must be carried out while the children are working for the teacher to evaluate student achievement and personal attainment.



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 4

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Discussion on means of transport<ul style="list-style-type: none"><li>a. Air Transport</li><li>b. Water Transport</li><li>c. Land Transport</li></ul></li><li>- Rhymes</li><li>- Wheel on the bus</li><li>- Red light</li><li>- Concept: over - under</li></ul>	<ul style="list-style-type: none"><li>- Text<ul style="list-style-type: none"><li>Here is the tree.</li><li>The ball is in the tree</li></ul></li><li>- New word<ul style="list-style-type: none"><li>'Tree'</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Writing x, y, z over the dotted lines</li><li>- Independent writing of x, y, z</li></ul>	<ul style="list-style-type: none"><li>Joining of land, water and sea transport</li><li>Independent writing of a-z</li></ul>



# Lesson Plan

## Communication

---

Level: Nursery

Term: 4

Week: 4

Day: 1

---

1. **Objectives:** The learners will be able to:
- Develop language and enrichment of vocabulary
  - Add joy and pleasure to learning
- identify individual interests that appeal to their different learning styles and strengths (Transport, Land transport.)
2. **Activity:** Making model train or car with empty boxes or cartons
3. **Material:** Toy vehicles, flash cards, models, empty boxes etc.
- 

#### 4. **Procedure:**

Discussion on transport: The children will be told that transport means to carry across.

- We can travel through the air, on the water, under water, over land and under land.
- All vehicles are powered by some form of energy.
- Most land vehicles have wheels or track.
- You can take the children for a walk down the road from school and see how many different vehicles you can spot.
- Go for a bus, train or a lorry ride and visit the bus station, railway station.
- Children can bring in their own model cars and train. A road play mat will stimulate a great deal of play with their toys and may spark off some interesting questions.
- Construction kits like lego and wooden building bricks can be used to build motor ways etc.
- Read poems on the subject.



- Collect books on all means of transport.
- There are plenty of lines for study.
- Find out more about:
  - The history of various forms of transport.
  - Animal powered transport around the world and display the results pictorially in combination with a world map.
  - Vehicles which help us: fire engines, ambulance break down services, police cars, traveling medical and information services.
- You may be able to get one of these to visit your school.

Activity: Making of models

Follow-up: Song, Nursery rhyme "Wheels on the bus."



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 4  
Day: 1

1. **Objectives:** The learners will be able to enjoy the rhythm of the nursery rhyme “wheels on the bus” and ‘red light red light what do you say.....’
  2. **Activity:** Singing.
  3. **Material:** Poem page, cassette player and cassette.
- 

#### 4. **Procedure:**

- a. **Preparation:**  
Tell them that they are going to listen and sing a poem song from the cassette.
- b. **Introduction:**
  - Write name of the poem song on the board
  - Discuss the poem what is it about.
- c. **Listening:**  
Play the cassette and they will listen only.
- d. **Singing:**  
They will sing along with the cassette. You should also join them and sing in full tune, rhyme and actions.



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 4

Day: 2

1. **Objectives:** The learners will be able to:
  - Learn that we can travel through the air
  - Most air vehicles have wings or fins
  - All vehicles are powered by some form of energy
2. **Activity:** Design a glider, a model of hot air balloon, making kites.
3. **Material:** Art and craft material.

---

#### 4. **Procedure:**

Discussion on Air Transport:

The various air shows would also of course be interesting, if you can arrange a visit (most of the discussion can be as discussed in land transport.) Flight through air transport requires uplift talk about how gliders fly using the uplift of thermal air current to stay up in the air. But remember that gliders need the thrust power of another vehicle to launch them.

Activity: Art and craft.



## LESSON 11 Communication

Level: Nursery  
Term: 4  
Week: 4  
Day: 3

1. **Objectives:** The children will be able to:
    - Know that transport means to carry across.
    - Most water transport float on the surface.
  2. **Activity:** Making plasticine boats.
  3. **Material:** Plasticine.
- 

#### 4. **Procedure:**

Discussion on water Transport:

Talk to the children about water travel and if they have ever experienced boat rides .Bring pictures of various types of boats and show them in class to generate interest and discuss.

Task – I      Activity Making of paper boats

Task – II     Concept (Over & under.)



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 4  
Day: 3

1. **Objectives:** The children will be able to enrich their vocabulary through meaningful experiences.
  2. **Activity:** Pasting of a cutout of a car over the bridge and a boat under the bridge in worksheets.
  3. **Material:** Work sheet and cutouts.
- 

#### 4. **Procedure:**

- The teacher can explain the concept by drawing it on the board, a car over the bridge and a boat under the bridge.
- Let the children jump over a stool or any other article and crawl/ walk under a table or tree respectively to enhance learning.
- The children can draw and colours the concept worksheet.

# Worksheet

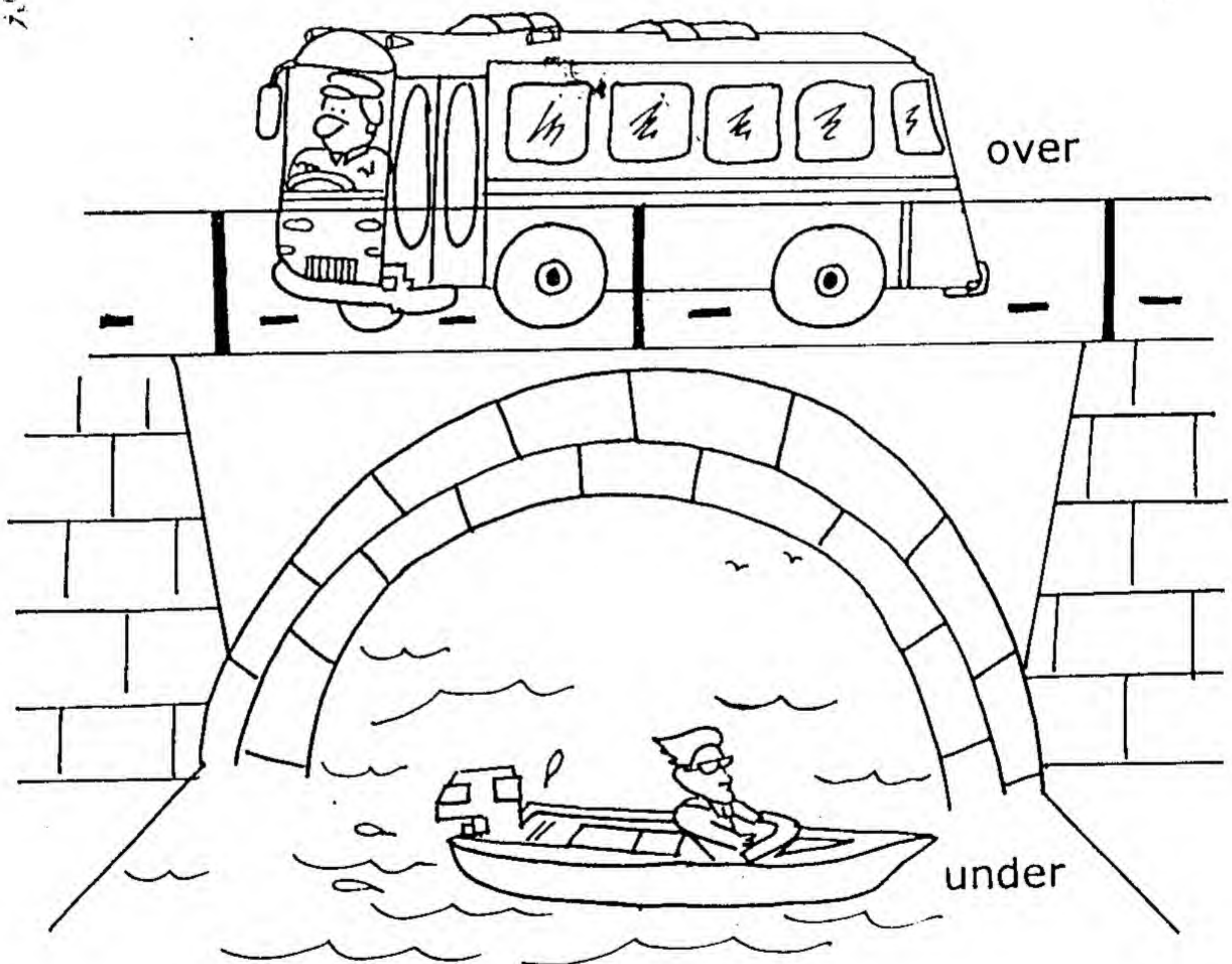
Level: *Nursery*  
Week: *4*

Term: *4*  
Day: *3*

date: \_\_\_\_\_

day: \_\_\_\_\_

concepts





# Lesson Plan

## Reading

Level: Nursery

Term: 4

Week: 4

Day: 4

1. **Objectives:** The learner will be able to recognize and read the lines with correct pronunciation.
  2. **Skills:** Reading aloud.
  3. **Topic:** Here is the tree, the ball is in the tree.
  4. **Material:** Text page.
- 

### 5. **Procedure:**

#### a. **Ask the following:**

- To identify the letters in the text.
- To describe what is happening in the picture.
- If the words are the same or different.
- Tell or ask the new words.
- To point out the word 'ball.'

#### b. **Reading Aloud.**

Describe the text page and ask the children to read the text with you.

#### c. **Individual Reading.**

Each child can get an opportunity to read the text later.



Here is a tree.  
The ball is in  
the tree.



new word

tree



# Lesson Plan

## Writing

Level: Nursery

Term: 4

Week: 4

Day: 5

1. **Objectives:** The learner will be able to:
  - Trace the letters x, y and z with proper formation dotted line.
  - Write the letter independently.
2. **Activity:** Colouring in the associated pictures.
3. **Material:** Worksheet, sand tray, sand paper letters, flash cards.

---

#### 4. **Procedure:**

- Task – A: Tracing on the dotted lines:  
The children will be given the worksheet of the letter x, y, tracing on the dots with proper formation.
- Task – B: Independent writing:  
Children will write x, y, z on the worksheet independently.

#### Group work:

One group of children will do the worksheet while the other ca with the material.



# Worksheet

Level: *Nursery*  
Week: *4*

Term: *4*  
Day: *5*

date: \_\_\_\_\_

day: \_\_\_\_\_

write x





# Worksheet

Level: *Nursery*  
Week: *4*

Term: *4*  
Day: *5*

date: \_\_\_\_\_

day: \_\_\_\_\_

write z

z

z

z

z

z

z

z

z

z

z

z



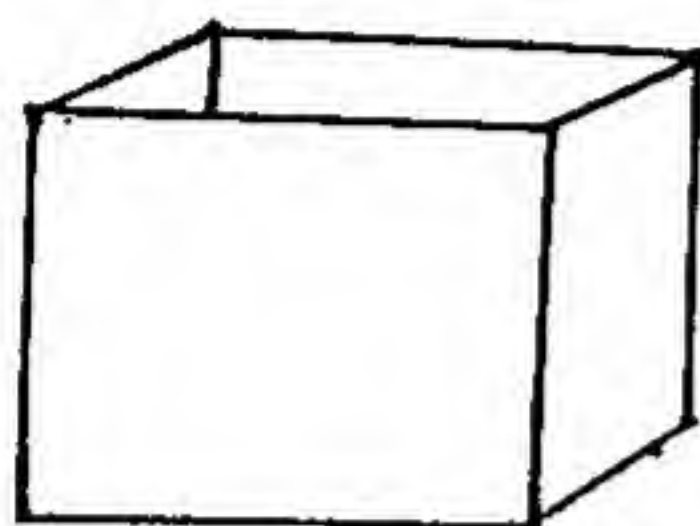
# Worksheet

Level: Nursery  
Week: 4

Term: 4  
Day: 5

ate: \_\_\_\_\_

day: \_\_\_\_\_



box

write

[illegible]

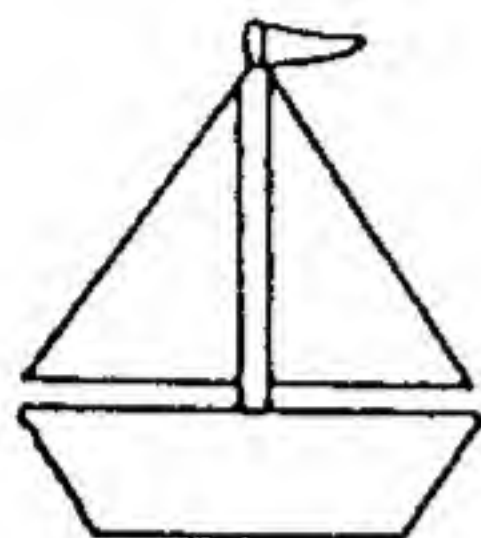
# Worksheet

Level: *Nursery*  
Week: *4*

Term: 4  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_



yacht

write

[illegible]



# Worksheet

Level: Nursery  
Week: 4

Term: 4  
Day: 5

date: \_\_\_\_\_

day: \_\_\_\_\_



zebra

write

[illegible]

# Lesson Plan

## Worksheet Assessment

Level: Nursery

Term: 4

Week: 4

Day: 6

**Objective:** The learners should be able to show their learning by doing the worksheet properly.

**Joining of land, water and air transport.**

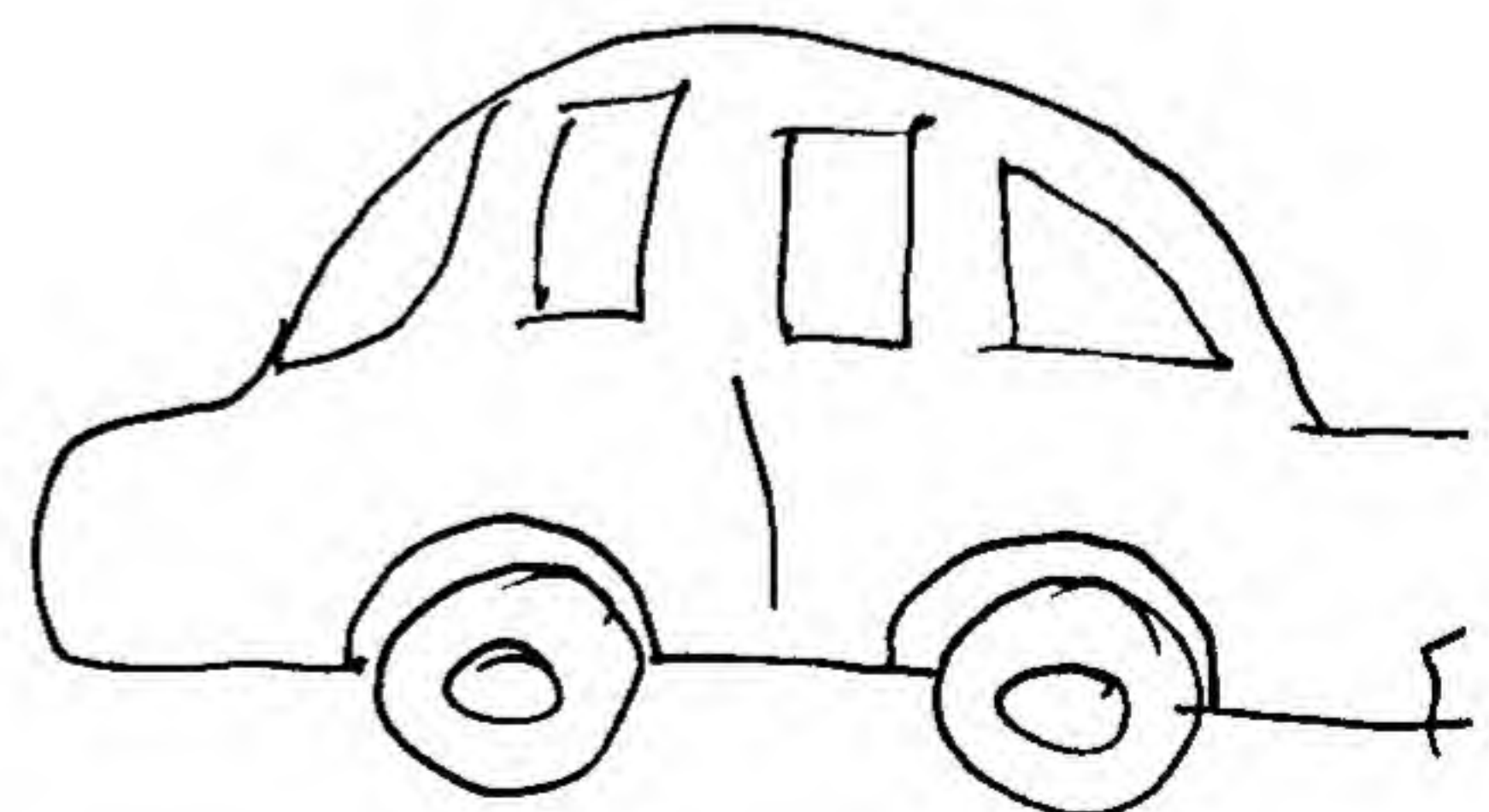
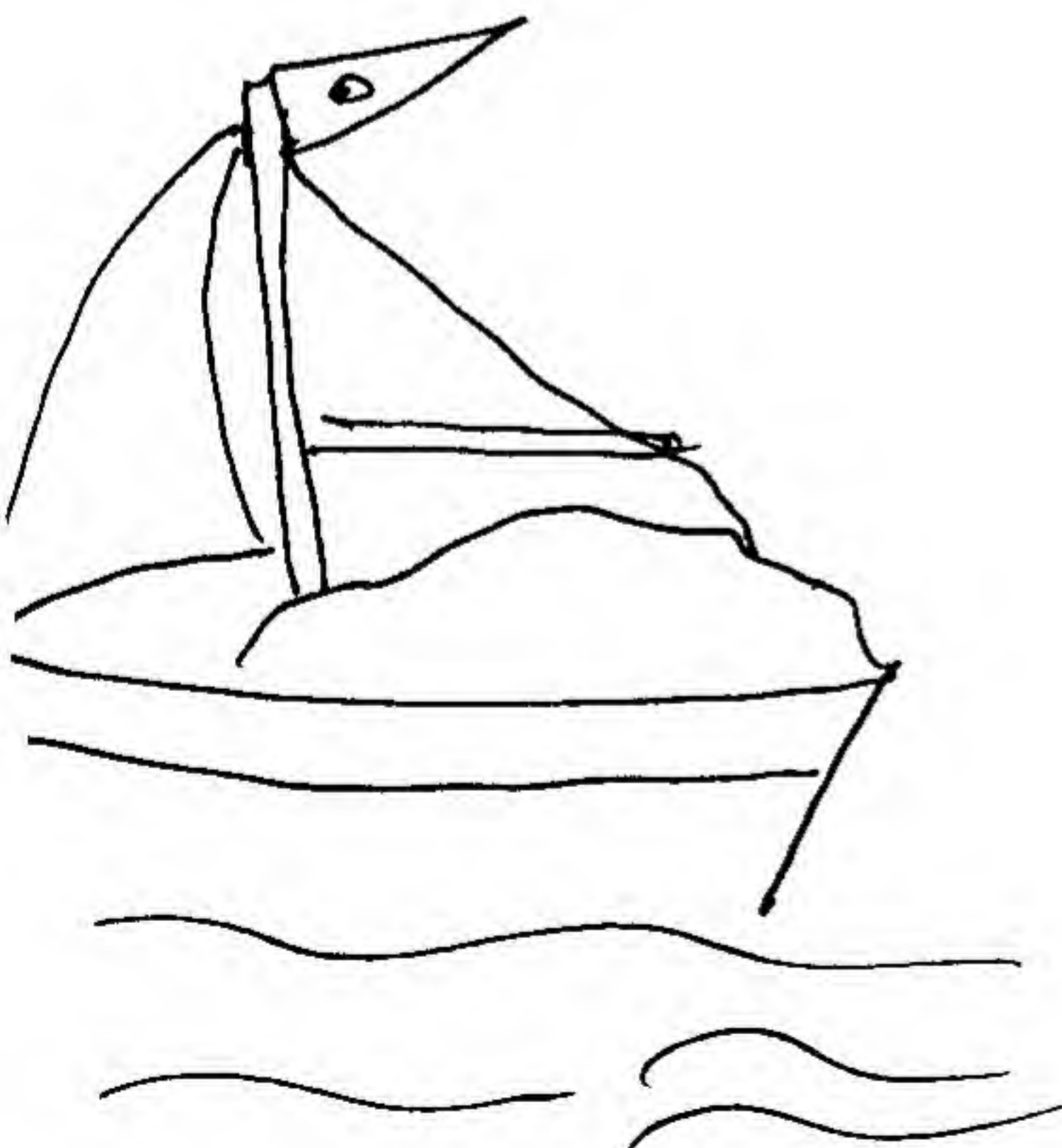
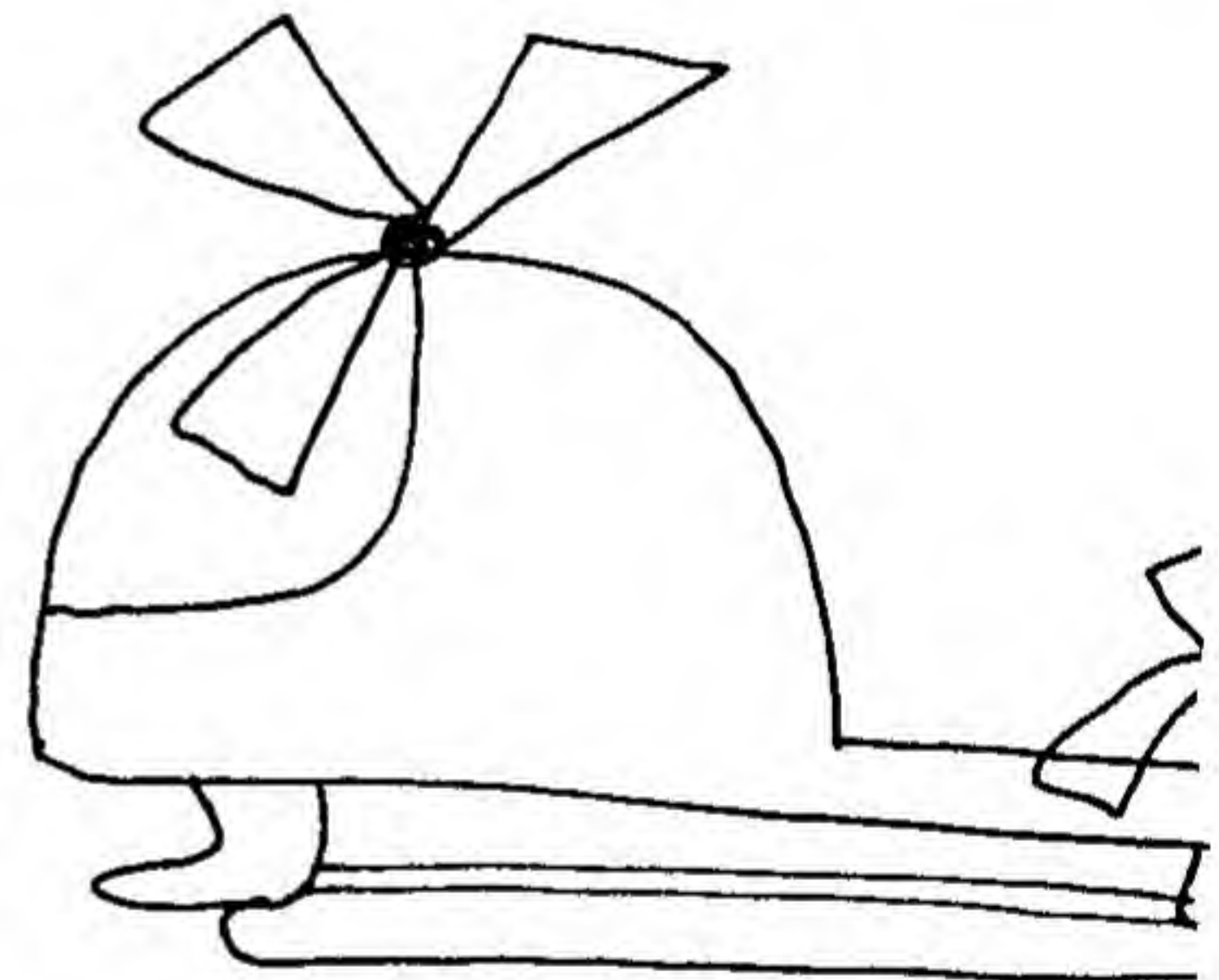
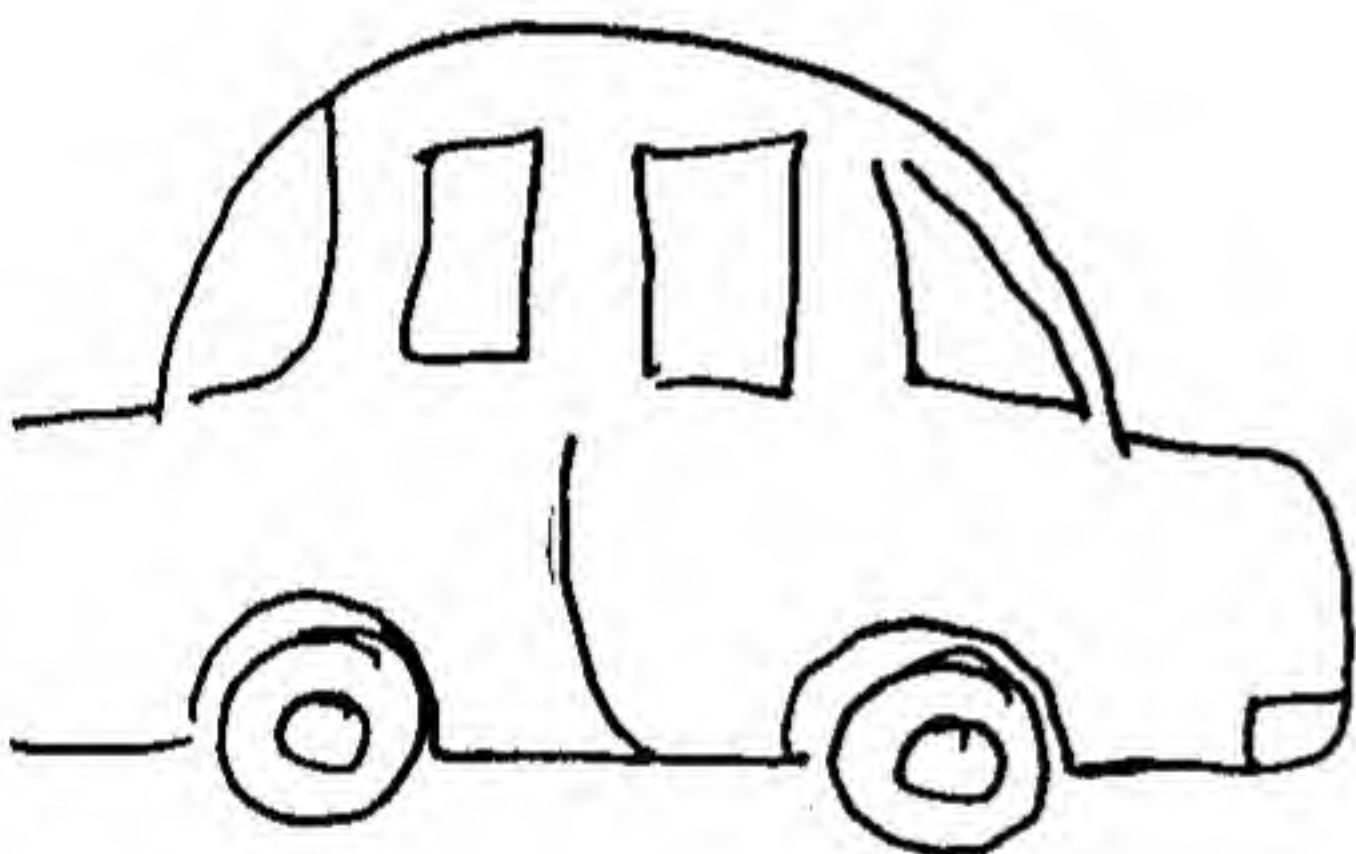
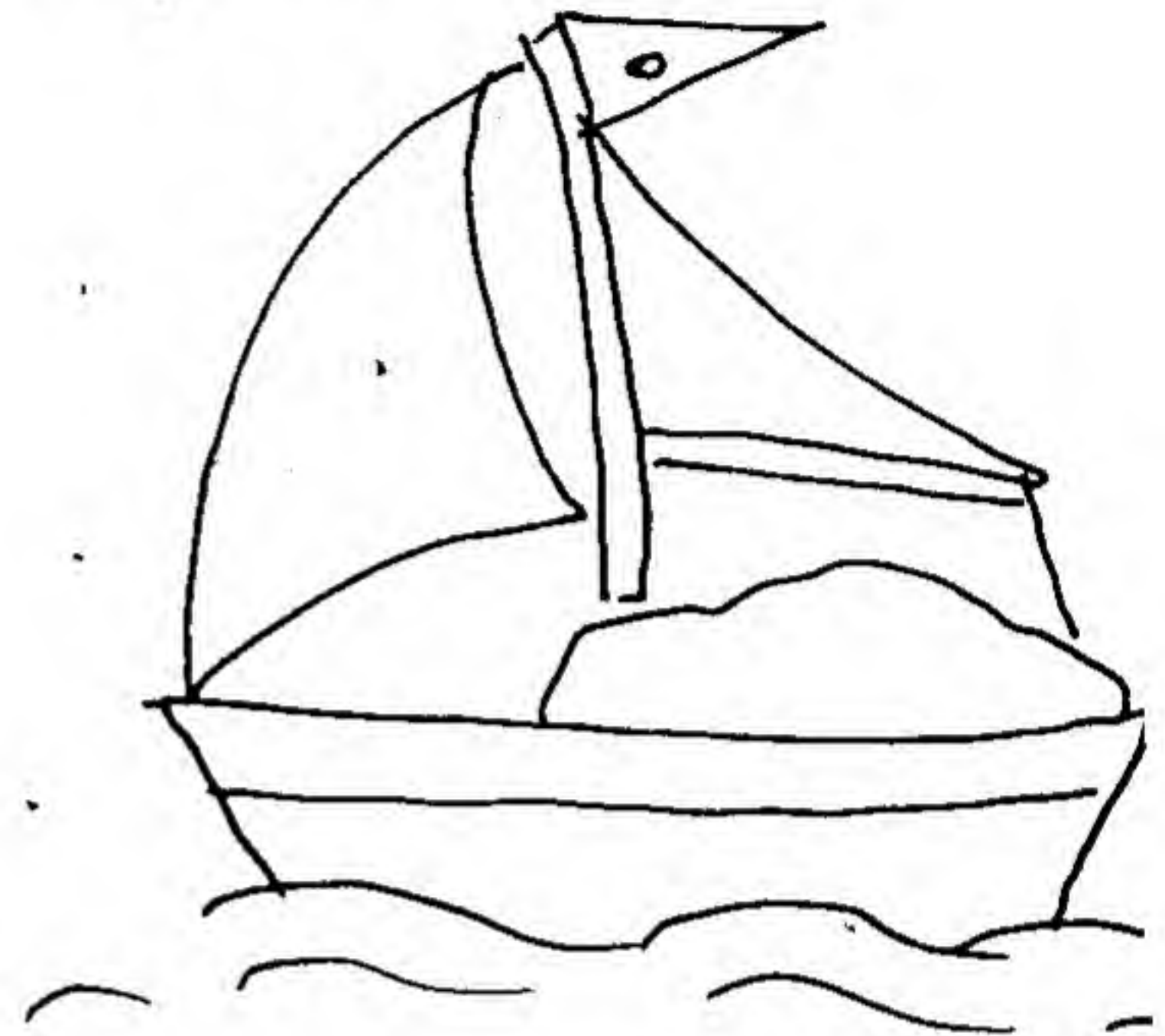
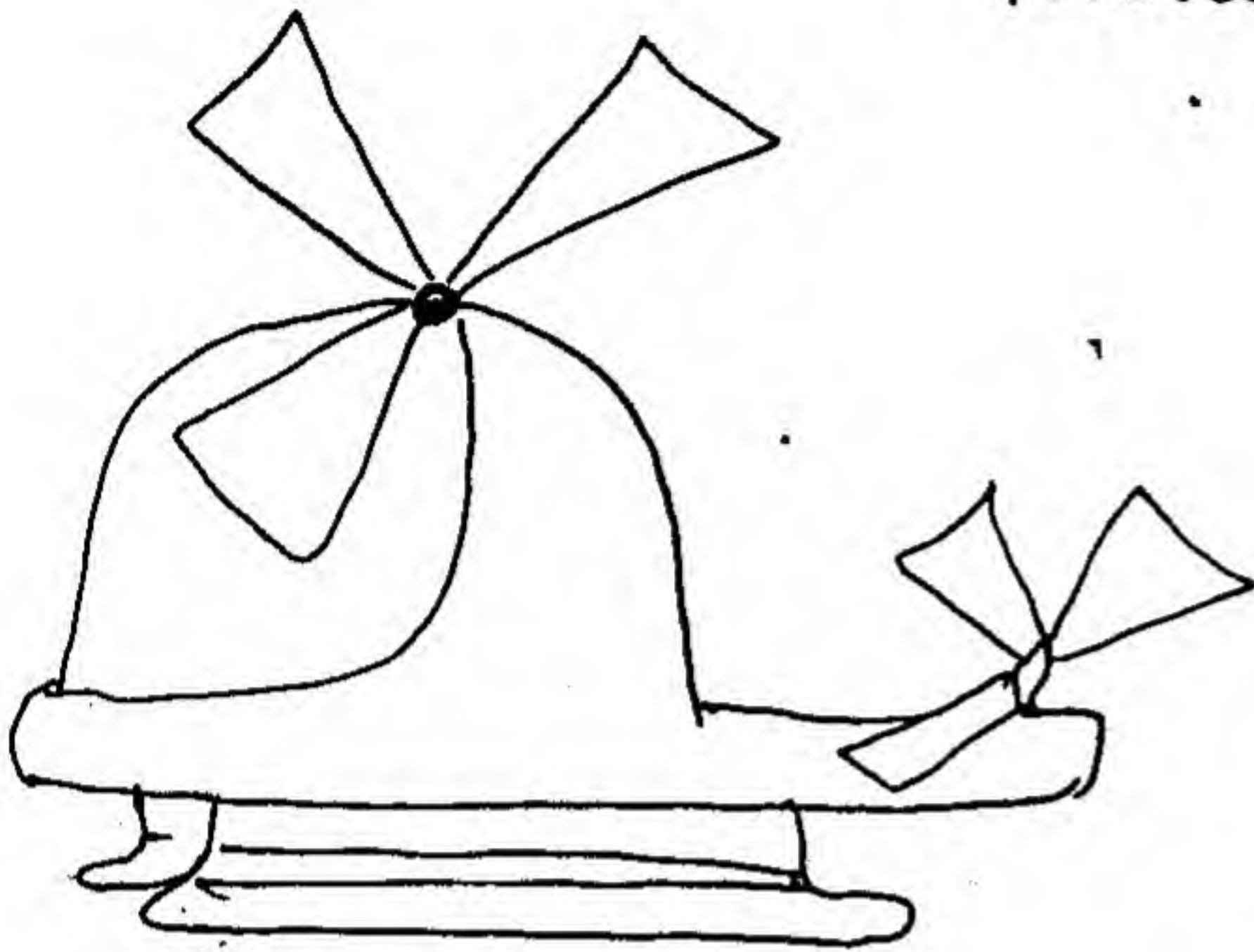


# Worksheet

Level: Nur  
Week: 4

Term: 4  
Day: 6

match and join



# Worksheet

Level: Nursery  
Week: 4

Term: 4  
Day: 6

ie: \_\_\_\_\_

date: \_\_\_\_\_

ass: nursery

subject: language

write a to z



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 5

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>• Reinforcement of the phonic sound of letters a – z along with corresponding pictures.</li><li>• Concept day/night.</li><li>• Topic of the month 'summer.'</li><li>• Reinforcement of the name of all four seasons.</li></ul>	<ul style="list-style-type: none"><li>- text</li><li>Peter is in the tree</li><li>And</li><li>Jane is in the tree.</li></ul>	<ul style="list-style-type: none"><li>- Writing letters in order of the alphabets</li><li>- Writing the days of the week.</li></ul>	<ul style="list-style-type: none"><li>Recognition of phonics a-z and sequential writing of alphabet</li></ul>

# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 5

Day: 1

1. **Objectives:** The learners will be able to give awareness about how day and night are formed by doing a pasting activity.
  2. **Activity:** Pasting of sun and moon.
  3. **Material:** Worksheet, flash cards.
- 

#### 4. **Procedure:**

Discussion:

Talk to the children about the differences between day and night. Establish their knowledge as to why these differences are present. This will form the basis for understanding the concept better.

Then children can be given a worksheet to colour the concept.

Later they can do the activity pasting of sun and moon.

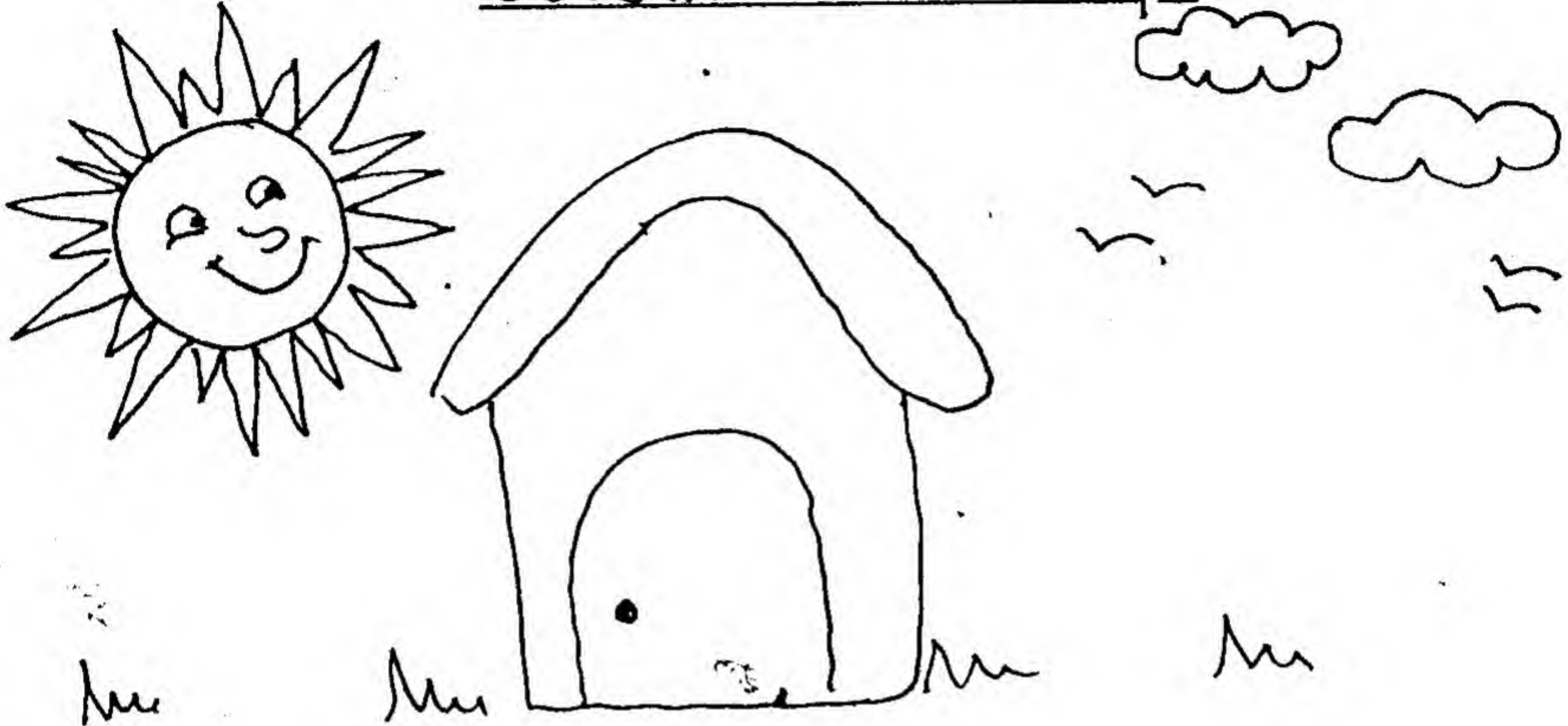


# Worksheet

Level: Nursery  
Week: 5

Term: 4  
Day: 1

colour the concept



day



night



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 5

Day: 2, 3

1. **Objectives:** The learners will be able to:
- Gain confidence to express themselves and share their feelings verbally about summer season.
  - Identify the things they see in summer.
  - Indicate that summers are hot with lots of sunshine and bright days.
2. **Activity:**
- Preparing watermelon shake in school.
  - Swimming and sand day can be arranged at school.
  - Ask children to dress up in summer cloths.
3. **Material:** Pictures, flash cards, boards, pictures of beaches swimming pools, ice creams, cold drinks, juices, mangoes and water melons.

---

#### 4. **Procedure:**

- Reinforcement of names of four seasons.
- General discussion during the circle time. Ask children to dress up in summer clothes.
- The teacher can switch off the fans. Discuss how hot the children feel. Ask them why they are sweating? It's because the weather is very hot. Turn the fans on and ask them how they feel now. Ask them what other things do they do to cool themselves in summer (wearing light clothes, going to the beach, swimming etc.)
- Discuss and name the things that are used to stay cool (cold drinks, juices, ice creams.)
- Name the fruits that we get in summer (mangoes and water melons.)



- Task – I: Worksheets – colours the things you use in summer.
- Task – II: Draw a summer scene.
- Task – III: Summer songs.
- Task – IV: Activities.

# Lesson Plan

## Reading

Level: Nursery  
Term: 4  
Week: 5  
Day: 4

1. **Objectives:** The learner will be able to:
  - Reading aloud with enjoyment and correct pronunciation
  - Read with understanding.
2. **Topic:** Peter is in the tree and Jane is in the tree.
3. **Material:** Text page.

---

#### 4. **Procedure:**

- a. Ask the following:
  - What can you see in the picture?
  - Ask children to identify the letters in the text.
  - Ask them to point to the names Peter and Jane.
- b. Reading aloud;  
Reading text aloud and the children will follow you more than once.
- c. Individual reading:  
Call each child to do the reading aloud before the class.



Peter is in  
the tree and  
Jane is in  
the tree.

---

no new words





# Lesson Plan

## Writing

Level: Nursery

Term: 4

Week: 5

Day: 5

1. **Objectives:** The learner will be able to write the letters with proper formation from a - z.
  2. **Activity:** Colouring in associated pictures.
  3. **Material:** Worksheets.
- 

#### 4. **Procedure:**

The children will be given the worksheets to write in sequence from a to z.



# Worksheet

Level: *Nursery*  
Week: 5

Term: 4  
Day: 5

ne: \_\_\_\_\_

date: \_\_\_\_\_

ss: nursery

subject: language

write a to z

Handwriting practice lines consisting of multiple sets of horizontal lines for writing practice.

# Lesson Plan

## Writing

---

Level: Nursery  
Term: 4  
Week: 5  
Day: 6

---

1. **Objectives:**      The learner will be able to:
- Write the days of the week in sequence
  - Enhance their reading and writing skills.
  - Get prepared for reading and writing.

2. **Material:**      Worksheets.
- 

3. **Procedure:**

The children will write the days of the week on the worksheets (copying from the sample written by the teacher.)

Follow up:  
Worksheets (write the missing letters.)



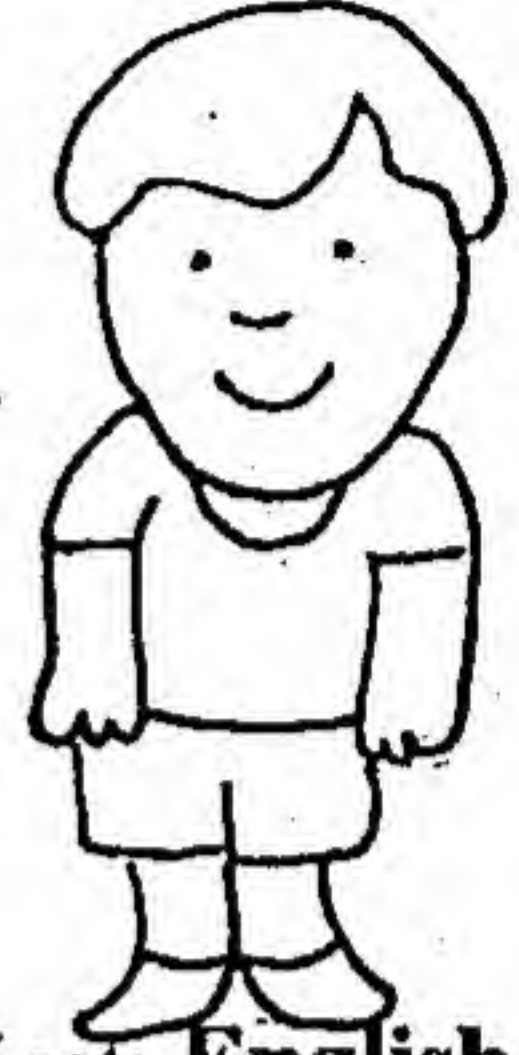
# Worksheet

Level: Nursery  
Week: 5

Term: 4  
Day: 6



Class: Nursery



Subject: English

Name: \_\_\_\_\_

sunday      monday      tuesday



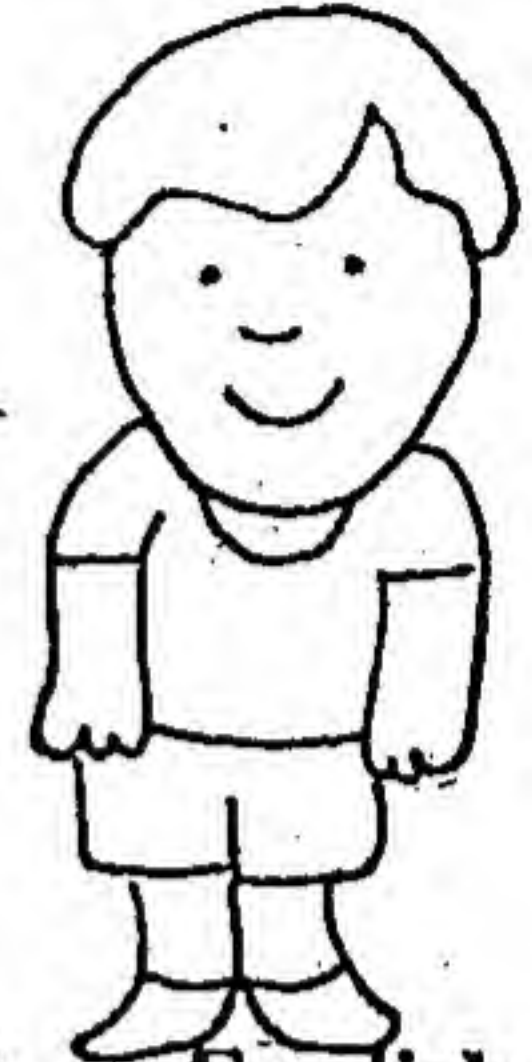
# Worksheet

Level: *Nursery*  
Week: 5

Term: 4  
Day: 6



Class: Nursery



Subject: English

Name: \_\_\_\_\_

Handwriting practice lines consisting of multiple horizontal lines for writing.



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 6

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>• Reinforcement of all the letters from a – z along with its corresponding pictures.</li><li>• Introduction to the topic 'water.'</li></ul>	<p>- Text Here is Peter in the tree. Peter has the ball.</p>	<p>Writing a – z in sequence.</p>	<p>Recognition of phonics a-z and sequential writing of alphabet</p>

# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 6

Day: 1

1. **Objectives:** The children will able to:
    - Memorize the sounds learnt earlier.
    - Recognizing letters.
  2. **Activity:** Revision.
  3. **Material:** Flash cards, Black board, chalks.
- 

### **Procedure:**

- The teacher will write all the letters on the board in sequence and draw and ask the children about its related pictures.
- The children will recognize the sounds and related objects.



# Lesson Plan

## Communication

Level: Nursery  
Term: 4  
Week: 6  
Days: 2, 3 & 4

1. **Objectives:** The learners will be able to:
    - Realize the importance of water for plants, animals and human.
    - Talk about some uses of water.
  2. **Activity:**
    - Water Fun Day can be celebrated in school.
    - Various drinks squashes can be prepared in class.
  3. **Material:** Squash or Tang, water guns etc, worksheets.
- 

#### 4. **Procedure:**

- Discuss the uses of water e.g. drinking, cooking, washing, bathing etc.
- Bring a fresh plant in the class and place it in the corner. Talk about the freshness of the plant and let all the children see the plant carefully. Do not water the plant for 3 days. The plant will begin to show signs of dryness and will look unhealthy. Show the plant to the children and ask them why the plant looks so unhappy. The children will have many views. Help them to come close to the answer by using probing and prompting skills. At this stage explain that water is necessary for all living things i.e. plant, animals and human.

#### Material work:

- Pouring exercise.
- Opening and closing of taps.
- Song of rain and water.

Follow up:

Worksheets

Watch out for . . . . .

Ensure that water is not wasted.

Fun Activity:

- a. Floating and sinking
- b. Worksheet.



# Worksheet

Level: Nursery  
Week: 6

Term: 4  
Day:

**Floating and sinking**

wooden brick

string

comb

golf ball

pen-top

sponge

ping-pong ball

safety-pin

margarine tub

Lego brick

ribbo

button

coin

cup

apple

cloth

toy car

pin

Water

These things floated.

These things sank.

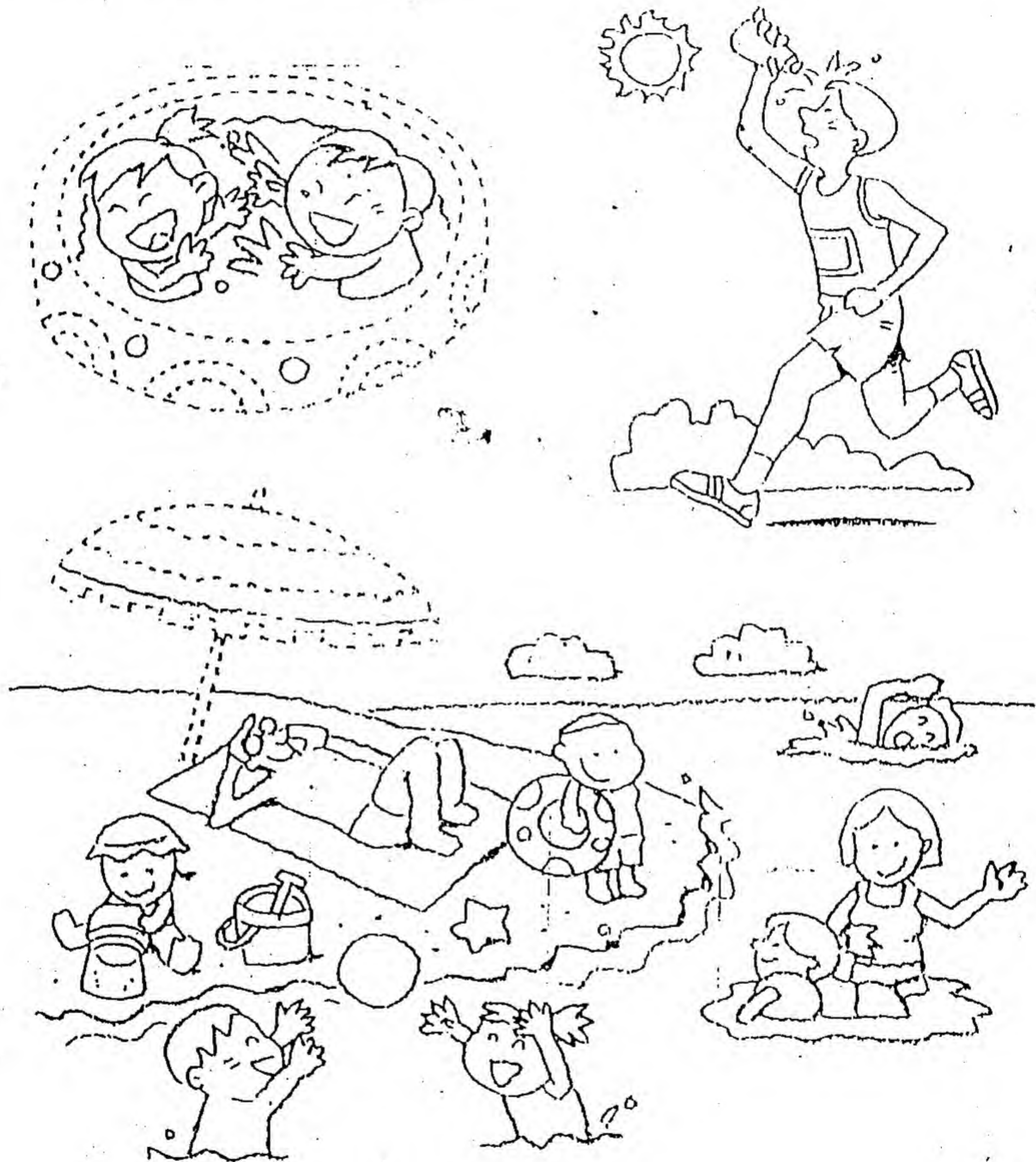


# Worksheet

Level: Nursery  
Week: 6

Term: 4  
Day:

Water helps to keep us cool.



- Draw the things in the picture that we can use to keep ourselves cool.
- Colour the picture of the seaside.



# Worksheet

Level: Nursery  
Week: 6

Term: 4  
Day:

Water washes away dirt.



Draw in the missing parts of the picture.  
They allow us to get water in the home.

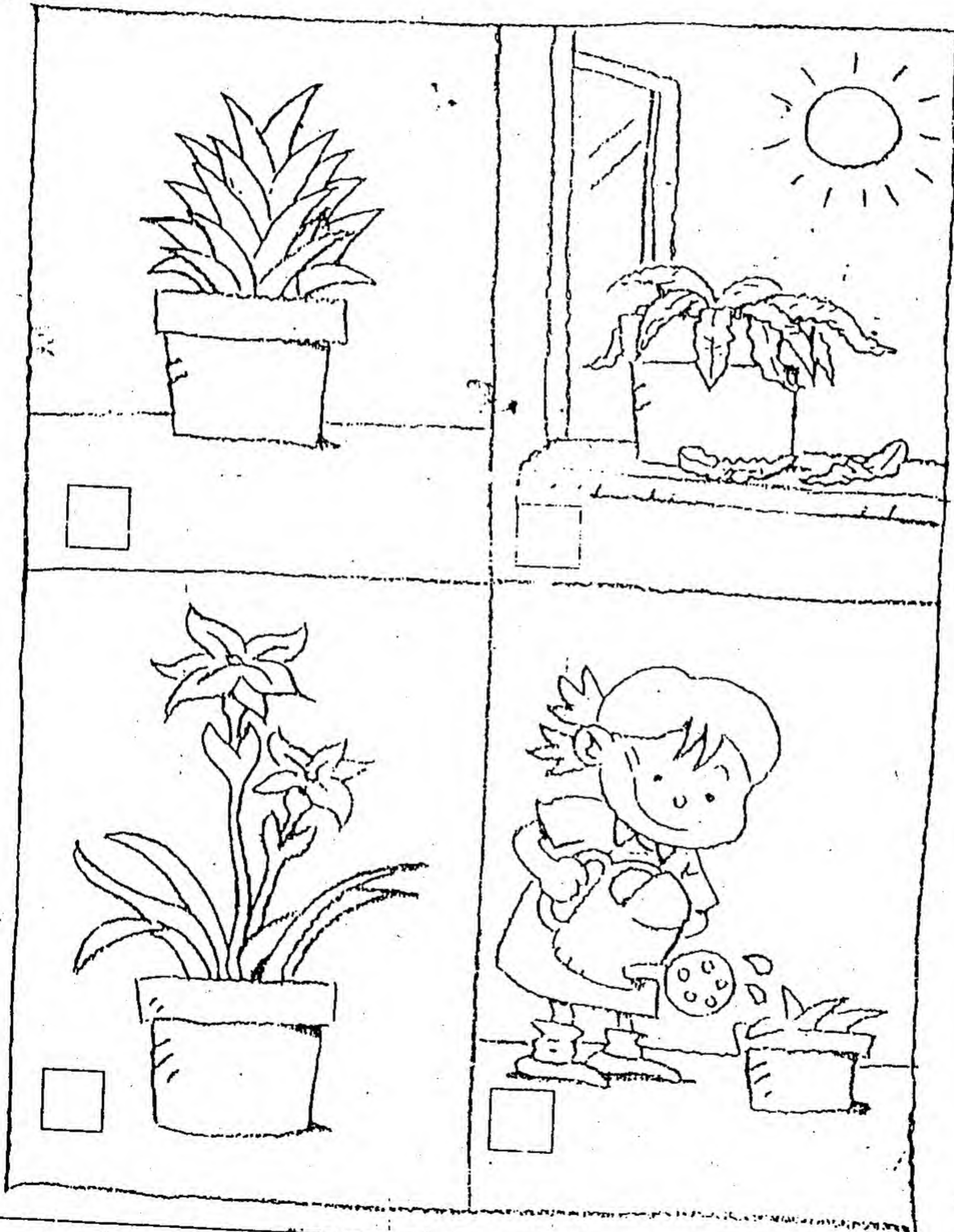


# Worksheet

Level: Nursery  
Week: 6

Term: 4  
Day:

Plants need water to live.



- Which picture comes first? And next?
- Write the numbers 1, 2, 3, 4 in the boxes.

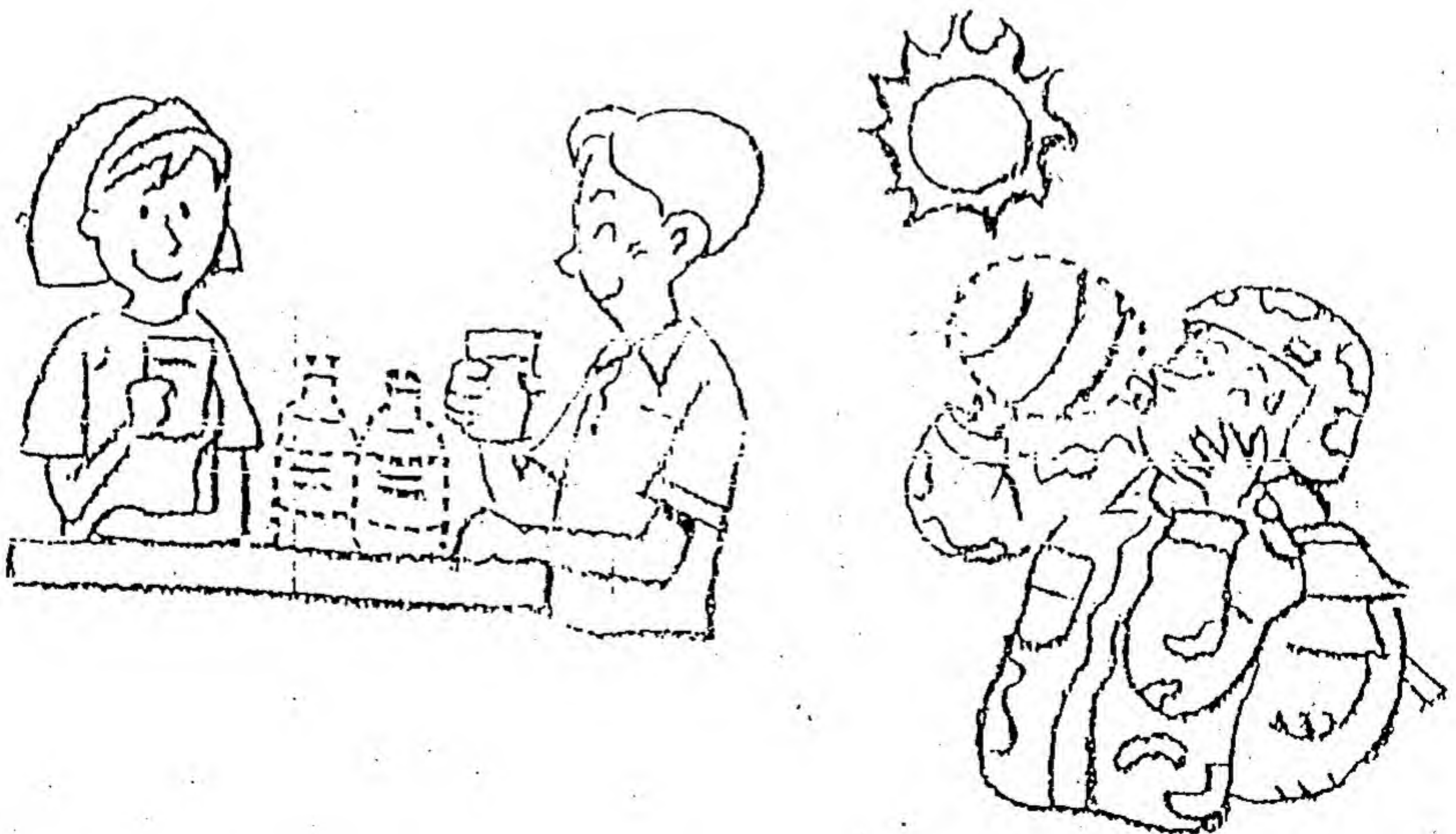


# Worksheet

Level: *Nursery*  
Week: *6*

Term: *4*  
Day:

We also need to drink a lot of water to be healthy.



Draw the water containers by tracing the dotted lines.

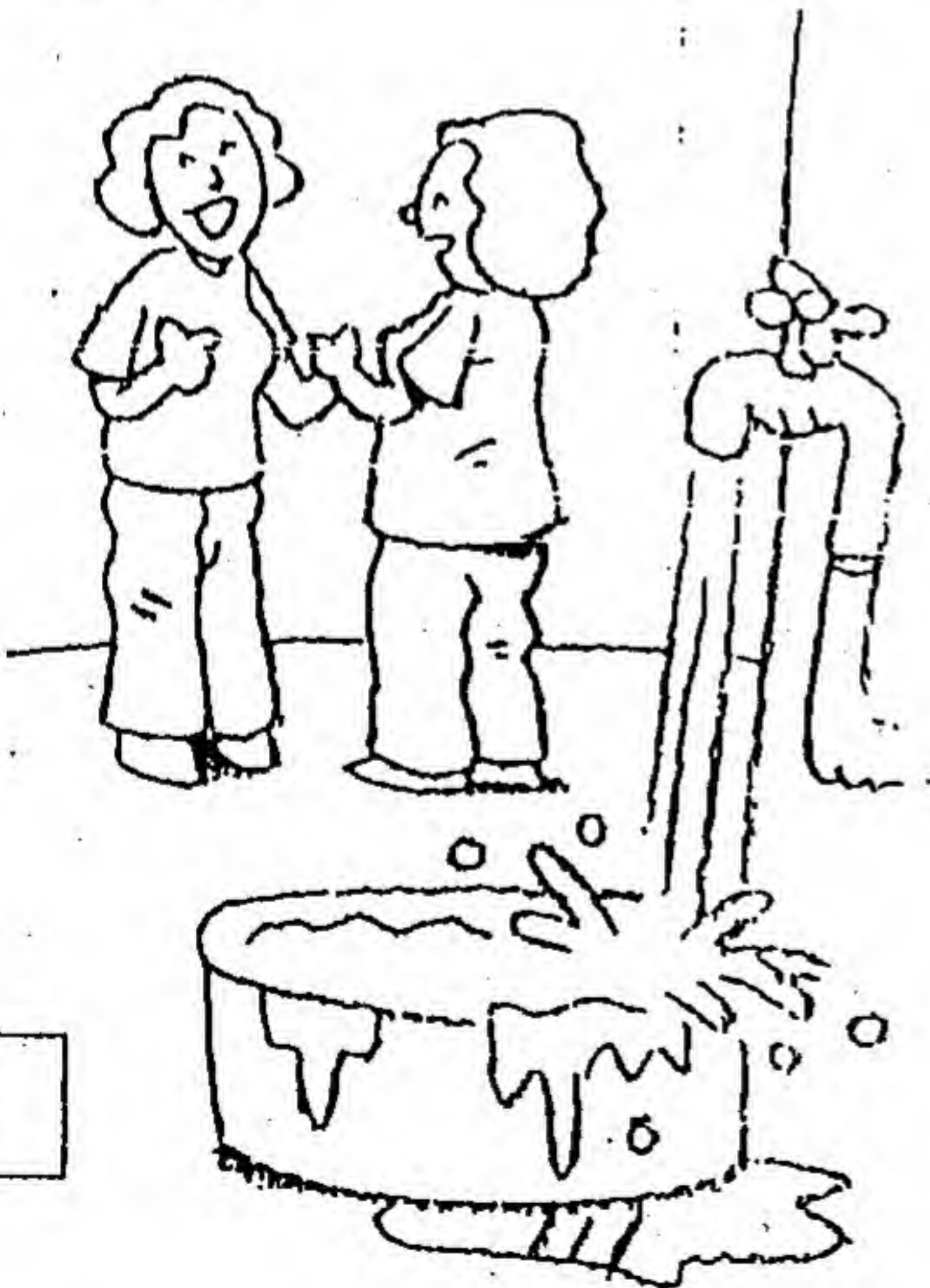


# Worksheet

Level: Nursery  
Week: 6

Term: 4  
Day:

Water is precious we should not waste it.



Who is wasting water? Draw a cross in the boxes for the persons wasting water.



# Worksheet

Level: *Nursery*  
Week: *6*

Term: *4*  
Day:

## Seven Little Drops of Rain

One little raindrop riding on a cloud,  
Riding on a cloud, riding on a cloud,  
One little raindrop riding on a cloud,  
One little drop of rain

Two little raindrops falling from the sky,  
Falling from the sky, falling from the sky,  
Two little raindrops falling from the sky,  
Two little drops of rain

Three little raindrops knocking on the roof,  
Knocking on the roof, knocking on the roof,  
Three little raindrops knocking on the roof,  
Three little drops of rain

Four little raindrops dancing up and down,  
Dancing up and down, dancing up and down,  
Four little raindrops dancing up and down,  
Four little drops of rain

Five little raindrops sliding down the pane,  
Sliding down the pane, sliding down the pane,  
Five little raindrops sliding down the pane,  
Five little drops of rain

Six little raindrops sleeping in the sun,  
Sleeping in the sun, sleeping in the sun,  
Six little raindrops, sleeping in the sun,  
Six little drops of rain

Seven little raindrops run away and hide,  
Run away and hide, run away and hide,  
Seven little raindrops run away and hide,  
Seven little drops of rain

\*This song is sung in the tune of 'Mary had a little Lamb.'



# Lesson Plan

## Reading

Level: Nursery

Term: 4

Week: 6

Day: 5

1. **Objectives:** The children will be able to:
    - Read the text independently.
    - Use the words in their own sentences.
    - Talk about the pictures in their own words.
  2. **Topic:** Here is Peter in the tree  
Peter has the ball
  3. **Material:** Text page.
- 

4. **Procedure:**

- a. Ask the following:
  - Picture talk.
  - What is Peter doing?
  - Where is Peter?
  - What is in his hand?
  - Can you climb in a tree?
  - Can you draw a tree and a ball?
- b. Reading aloud:  
Read the text aloud and ask the children to read after you.
- c. Individual reading:  
Ask or call each child to read the text to you.
- d. Follow up:  
Colour in the given text page.



Here is Peter  
in the tree.  
Peter has  
the ball.





# Lesson Plan

## Writing

---

Level: Nursery

Term: 4

Week: 6

Day: 6

---

1. **Objectives:** The children will be able to:
    - Write the letters a – z in sequence.
    - Write independently.
  2. **Activity:** Independent writing.
  3. **Material:** A four lined worksheet.
- 

#### 4. **Procedure:**

The teacher will give a four lined worksheet to write the letters a sequence and this will also be an evaluation and observation to get the back.



# Worksheet

Level: *Nursery*  
Week: 6

Term: 4  
Day: 6

: \_\_\_\_\_

date: \_\_\_\_\_

nursery

subject: language

write a to z

Handwriting practice lines consisting of multiple sets of horizontal lines for writing practice.



# Lesson Plan

## (English)

Level: Nursery

Term: 4

Week: 7

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"> <li>Reinforcement of an, at, ap in, un words, all the letters and sounds in sequence</li> <li>Introduction to the topic 'Things around us'</li> </ul> <p>Song</p> <ul style="list-style-type: none"> <li>Ba, Ba, Black Sheep</li> <li>Mary had a little lamb.</li> </ul>	Reinforcement of all the words of the reader.	<ul style="list-style-type: none"> <li>Writing v, w, x, y &amp; z in between the four lines independently.</li> <li>Colours the picture beginning with the sound w &amp; y.</li> </ul>	<p>Recognition of phonics a-z and sequential writing of alphabet</p> <ul style="list-style-type: none"> <li>Write the beginning sound for each picture</li> </ul>



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 7

Day: 1

1. **Objectives:** The children will be able to:
    - Make the words independently from all the word series done so far.
    - Recognition & Memorization of letters
    - Blend sounds to make words independently.
  2. **Activity:** Children will do the revision of all the letters and three letter word series
- 

### 3. **Procedure:**

Teacher will write all the three letter series on the board and the children will do the reinforcement (refer to instruction sheet for word series given in note to teachers).

Teacher will write and they will say the letter sounds individually.

All the letters will be written on the board from a to z and the children will say the sound of each letter along with their related objects like c is for can, cake, candle, coat, cup etc.

Each child should be given a chance to read each and every word written on the board and letter.



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 7

Day: 2

1. **Objectives:** The children will be able to:
  - Learn about things around them.
  - Explore and recognize simple things around them.
  - Match material using visible features.
  - Identify materials that are hard and soft.
2. **Activity:** Children look around in the classroom and find a variety of objects. They can then sort them according to their visible features.
3. **Material:** Things from the environment, pictures of hard and soft things pieces of wood, cotton, silk, wool, stuffed toys, some hard toys.

---

#### 4. **Procedure:**

Group work, discussion prediction:

The teacher can divide the class in two groups, 1 group will be asked to find soft material from the environment and display them on the tables. The other group can be asked to find hard material and also display them on the tables. Group members can discuss their objects.

Language, learnt or given soft/hard things, same/different names of things that children bring in. Mystery bag can also be used for this activity

Worksheet:

Colours the hard material red and soft material blue.

Watch out for heavy and sharp things.

Follow up:

Nursery rhymes.

1. Ba, Ba, Black Sheep
2. Mary had a little lamb.



# Worksheet

Level: *Nursery*

Week: 7

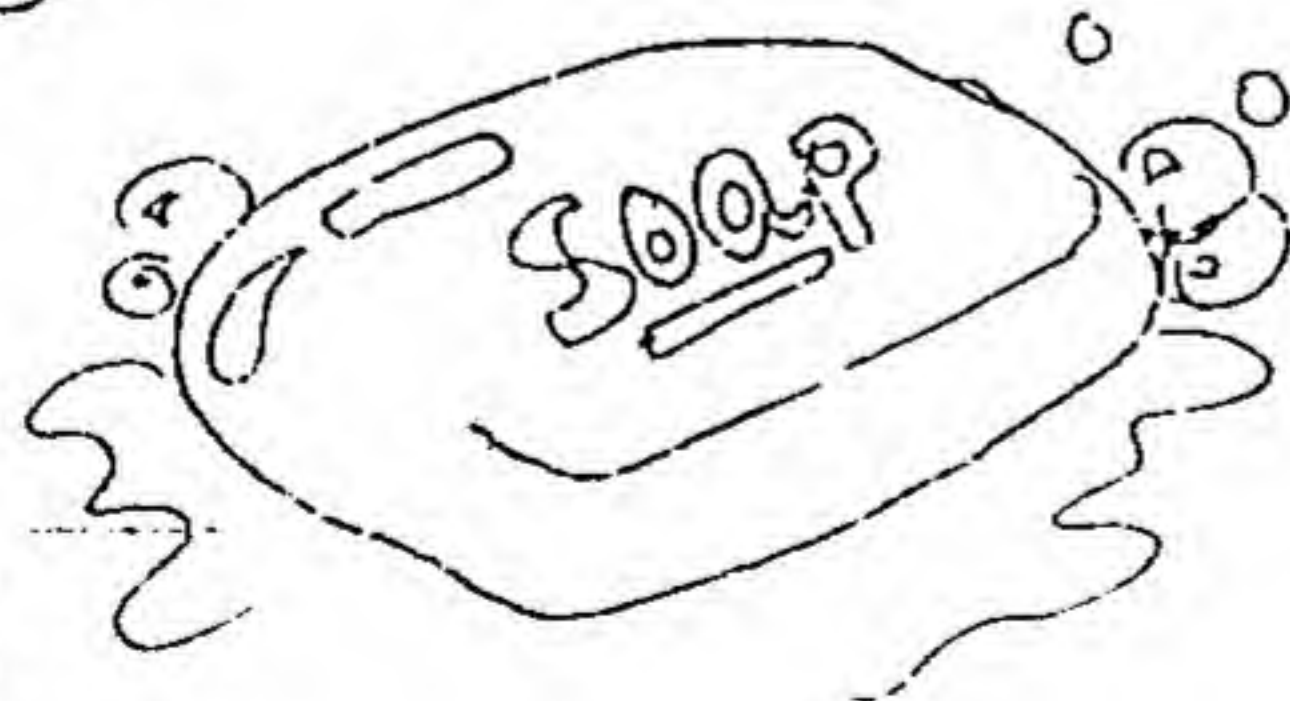
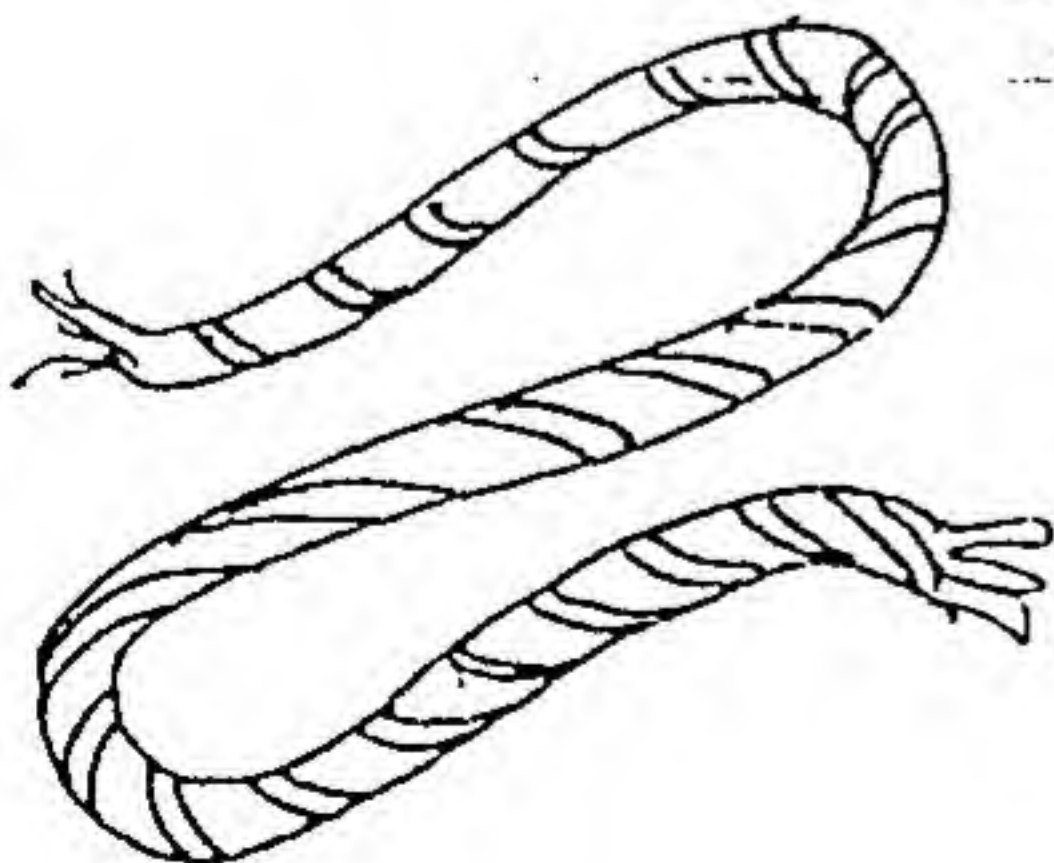
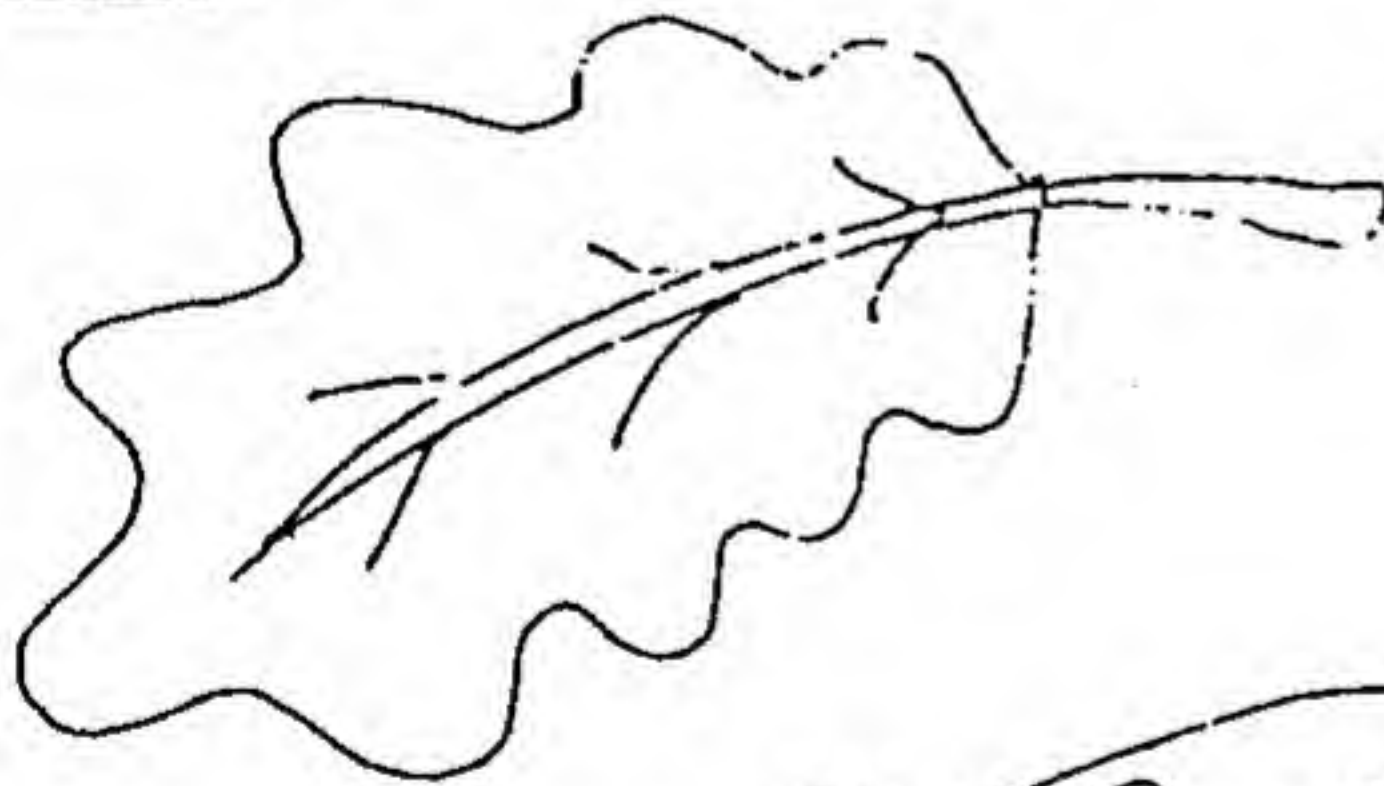
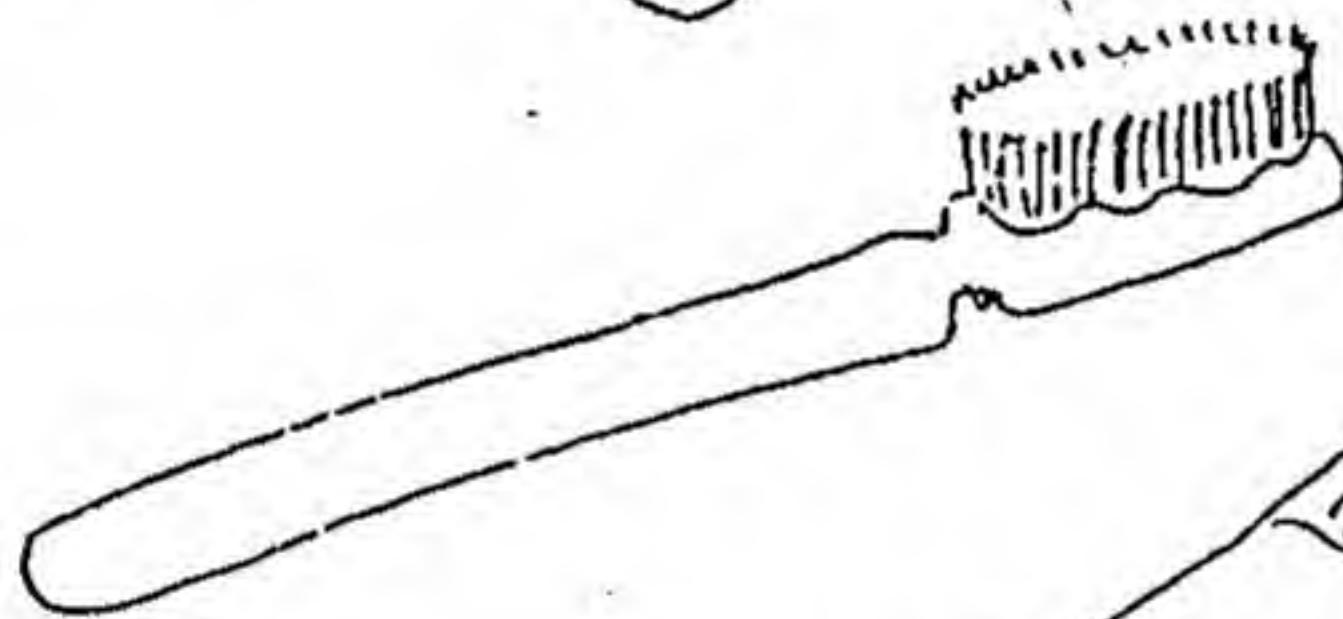
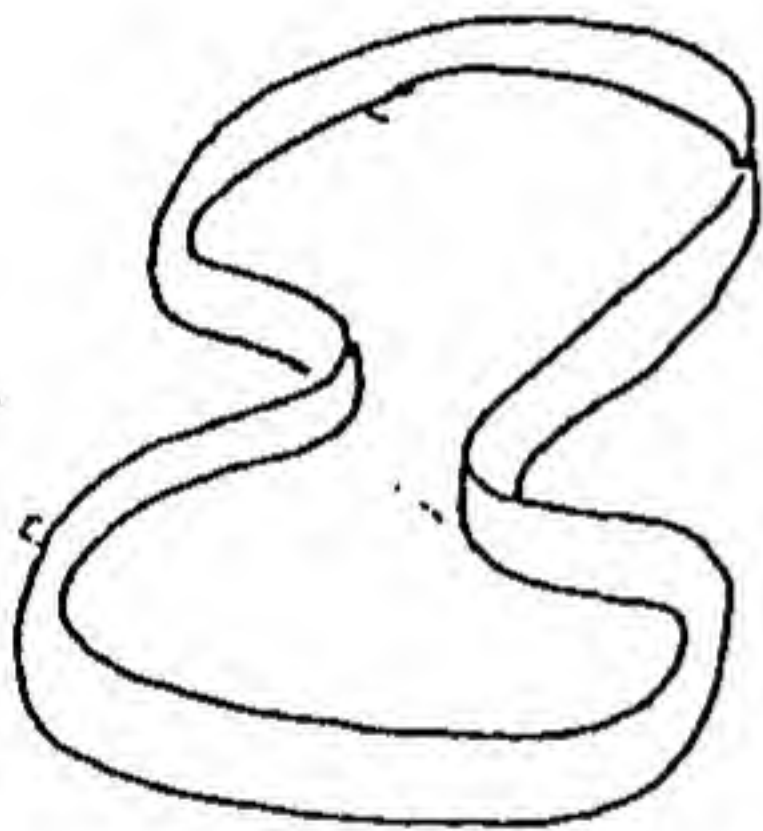
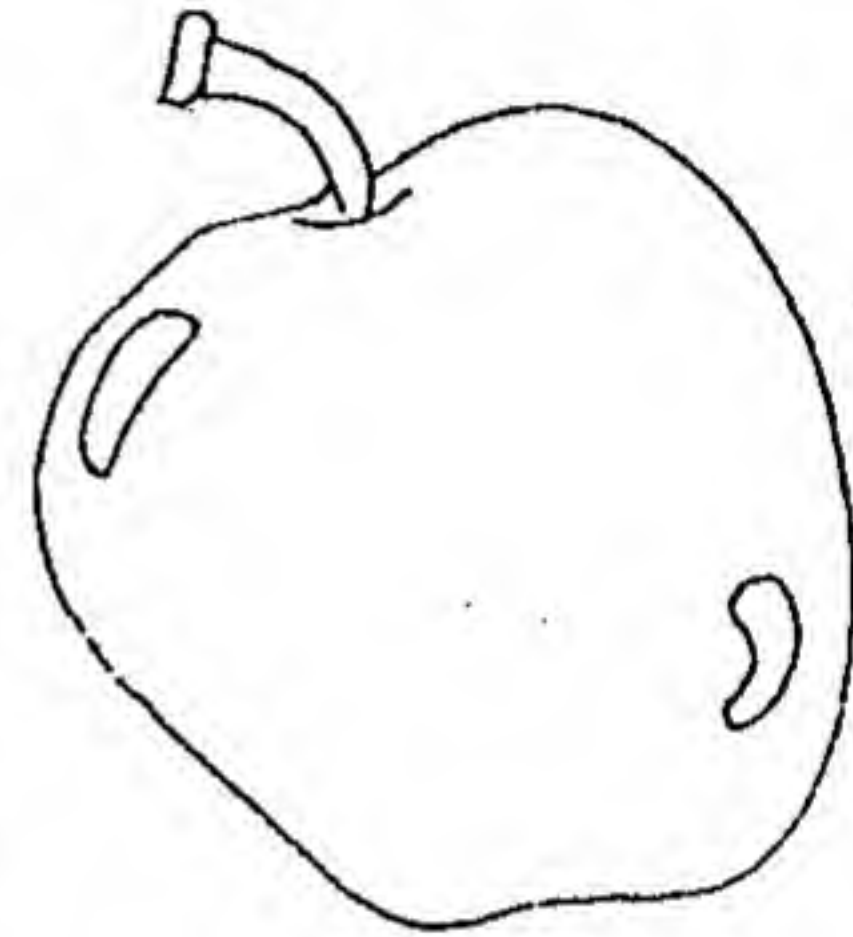
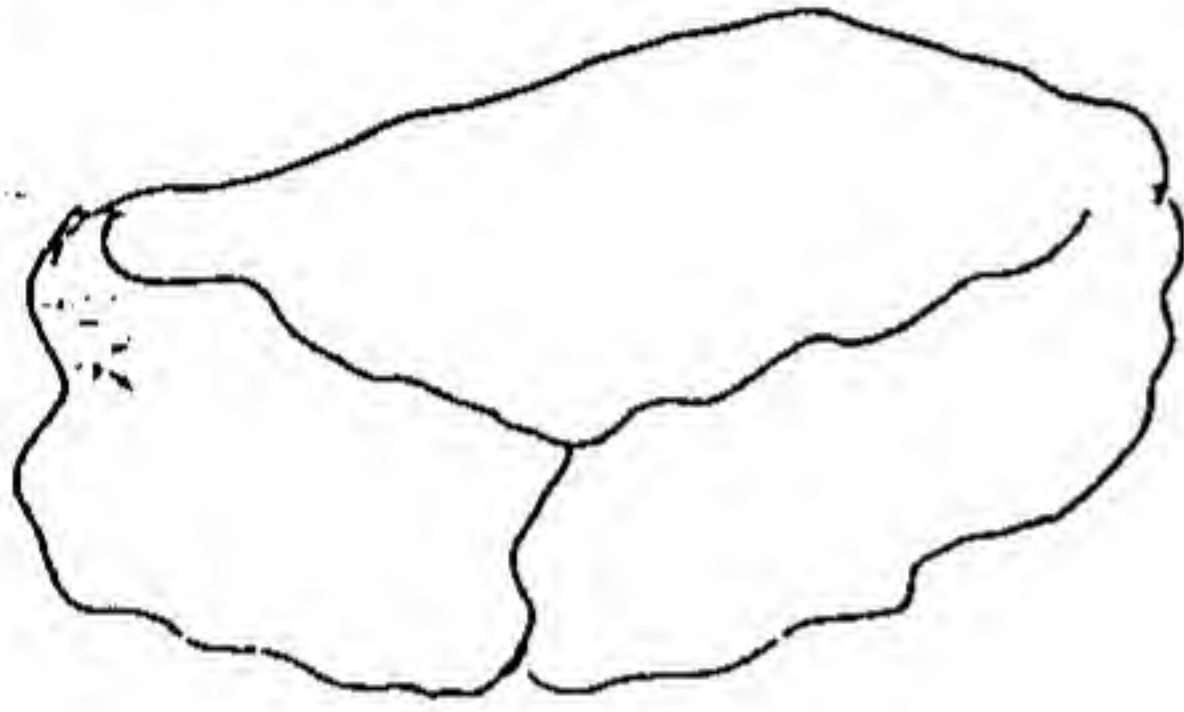
Term: 4

Day: 2

## Things Around Us

Name: \_\_\_\_\_ Class Nur Sec. \_\_\_\_\_ Date: \_\_\_\_\_

Colour the hard materials red and soft materials blue.



110



# Lesson Plan

## Nursery Rhyme

Level: Nursery  
Term: 4  
Week: 7  
Day: 2

1. **Objectives:** The children will be able to:
  - The uses of animals.
  - Learn new words.
  - Develop language.
  - Pronounce the words correctly.
2. **Activity:** Signing
  - Ba, Ba, Black Sheep.
  - Mary had a little lamb.
3. **Material:** Poem page, cassette player & cassette.

---

#### 4. **Procedure:**

Teacher will tell the children that they are going to listen and sing to nursery rhymes.

##### Introduction:

Discuss the topic 'sheep and lamb.'

Check the vocabulary comprehension if needed.

##### Listening:

Children are going to listen to the poems.

##### Singing:

Distribute the poem page and ask the children to colour and talk about the picture.

Teacher can sing along the children and show them how to do the actions.



# Lesson Plan

## Reading

Level: Nursery  
Term: 4  
Week: 7  
Day: 3

1. **Objectives:** The children will be able to:
  - Learn, read and recognize words independently.
  - Reinforce and revise the words learnt earlier.
2. **Activity:** Reading.
3. **Material:** Text page.

---

#### 4. **Procedure:**

The teacher will show the text page and ask the children how many words can they read from the page and who can explain the pictures on the page.

Children can be given loose sheets to draw:

A sheep  
A ball  
A tree  
A dog etc.



Peter

Jane

a dog a tree a ball

toys

a shop



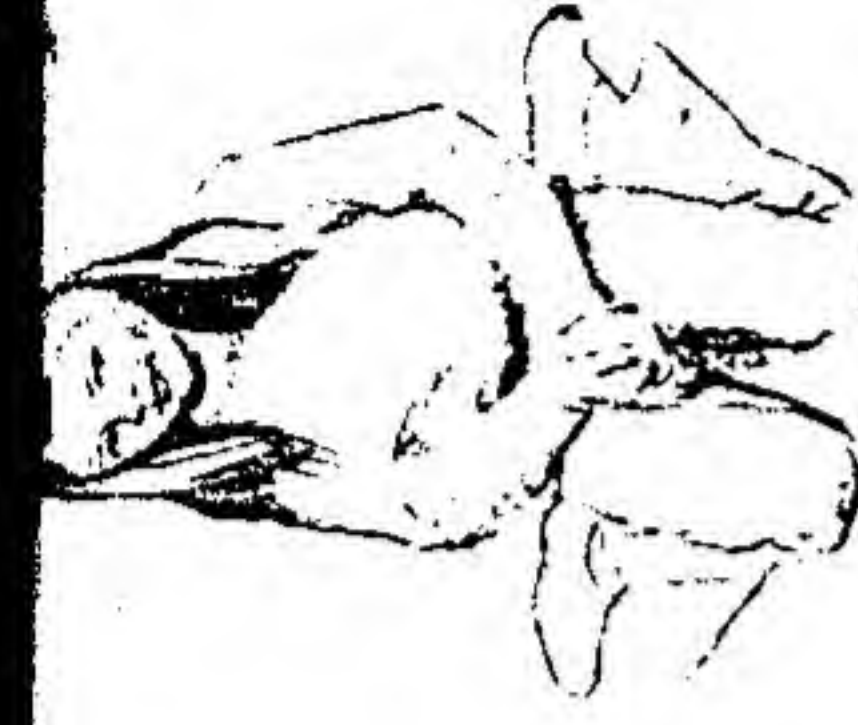
Peter



a dog



a tree



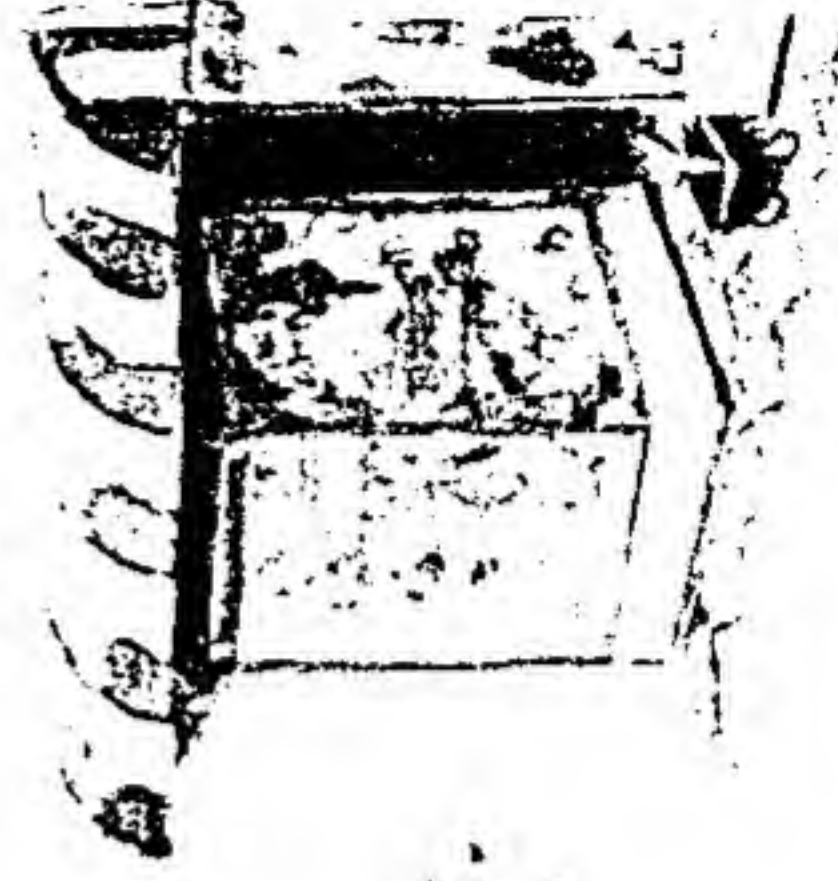
Jane



a ball



toys



a shop



# Lesson Plan

## Writing

Level: Nursery

Term: 4

Week: 7

Day: 4

1. **Objectives:** The children will be able to:
  - Write the letter x y z and v w x independently.
  - Write the letters in order with correct formation.
2. **Activity:** Writing.
3. **Material:** Work sheet, pencils.

---

#### 4. **Procedure:**

The teacher will give the work sheet and ask the children to write independently the given letter within the lines with correct formation. This can also be a feedback from the children. The teacher will come to know that how many children still need help and more practice. The same work sheet can be sent home for reinforcement and home work.



# Worksheet

Level: Nursery  
Week: 7

Term: 4  
Day: 4

date: \_\_\_\_\_

day: \_\_\_\_\_

write

X

y

Z



# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 7  
Day: 5

1. **Objective:** The children will be able to recognize the given picture with the given letter or sound.
  2. **Activity:** Colouring the given picture.
  3. **Material:** Worksheet.
- 

#### 4. **Procedure:**

The teacher will discuss pictures that start with the mentioned sound for the sake of memorization of the sound learnt earlier and recognizing and relating letters.

The children will be given the worksheet, colour the picture beginning with the sound w & y. This kind of worksheet will help the teacher to get the feedback from the children.



# Worksheet

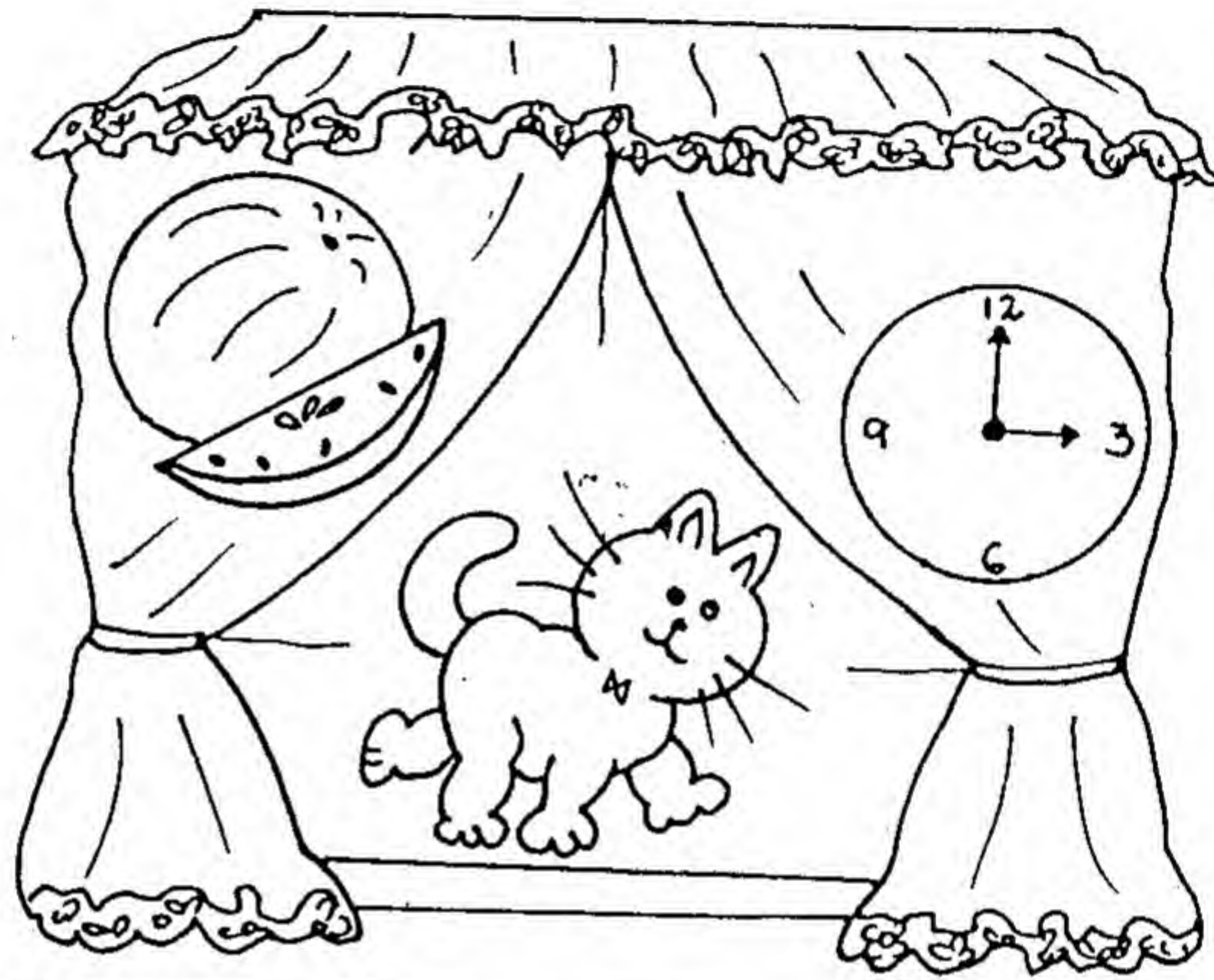
Level: *Nursery*  
Week: *7*

Term: *4*  
Day: *5*

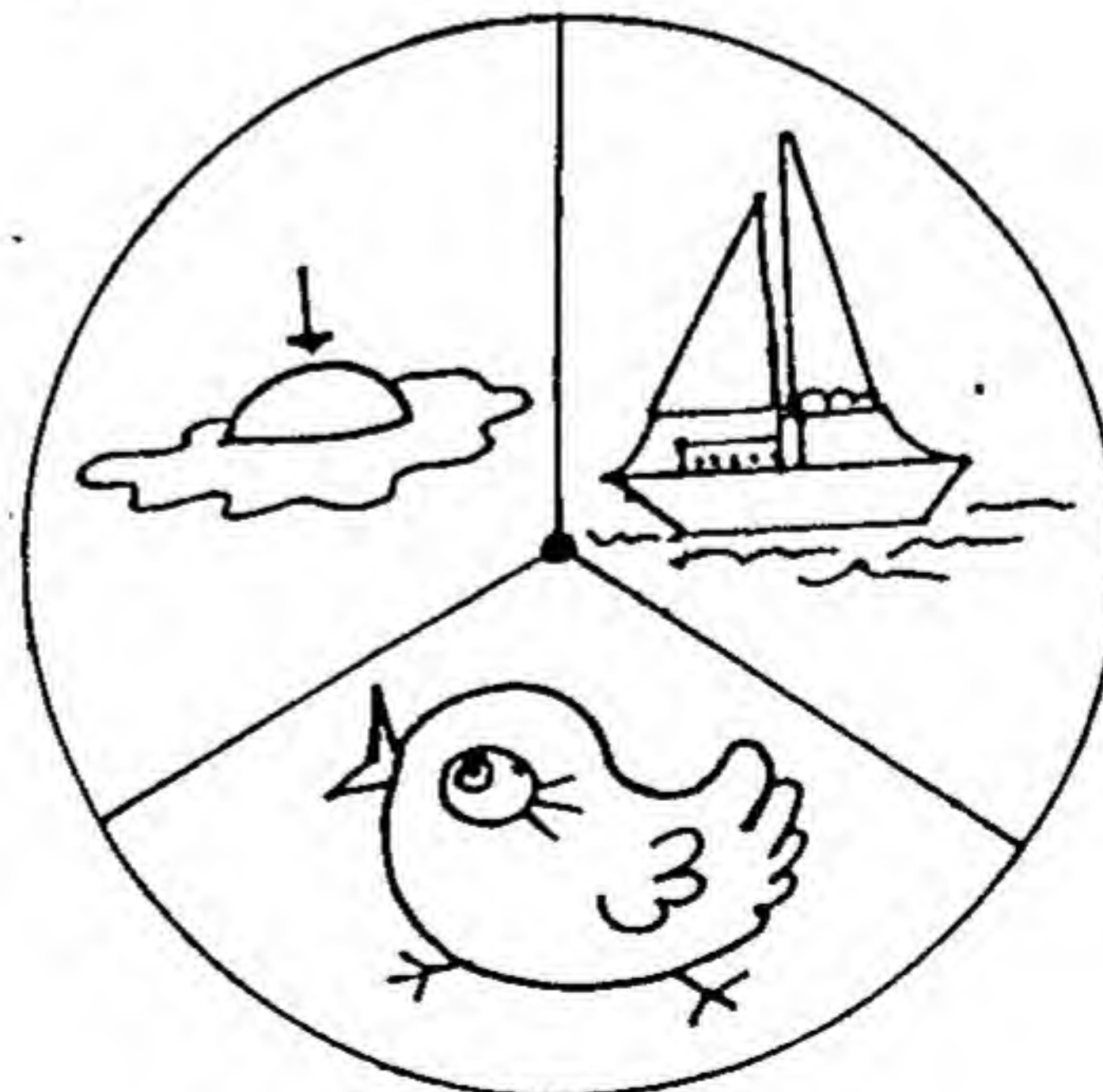
date: \_\_\_\_\_

day: \_\_\_\_\_

colour the pictures beginning with sound w



colour the pictures beginning with sound y





# Lesson Plan

## Assessment

Level: Nursery  
Term: 4  
Week: 7  
Day: 6

1. **Objective:** The children will be able to enhance their learning ability through successful experience.
  2. **Activity:** Colours and write the beginning sound of each picture.
  3. **Material:** Worksheet.
- 

#### 4. **Procedure:**

Assessment helps the children to memorize and enhance their ability through successful experience. Reinforcement worksheet prepared to assess children's performance.

Teacher will distribute the worksheet and will explain what they have to do, this will help to get a feedback from them, write the beginning sound for each picture.



# Worksheet

Level: *Nursery*  
Week: *7*

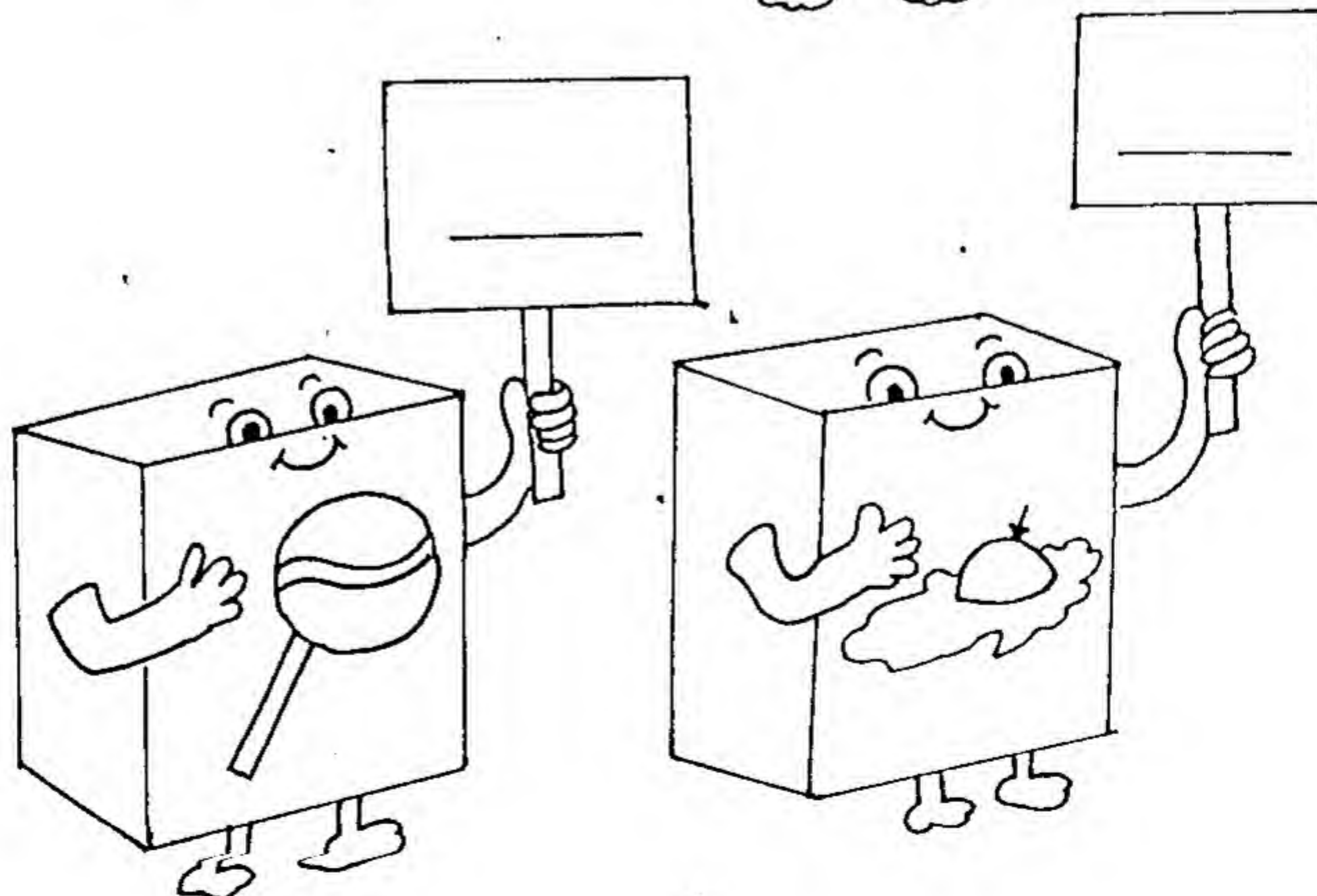
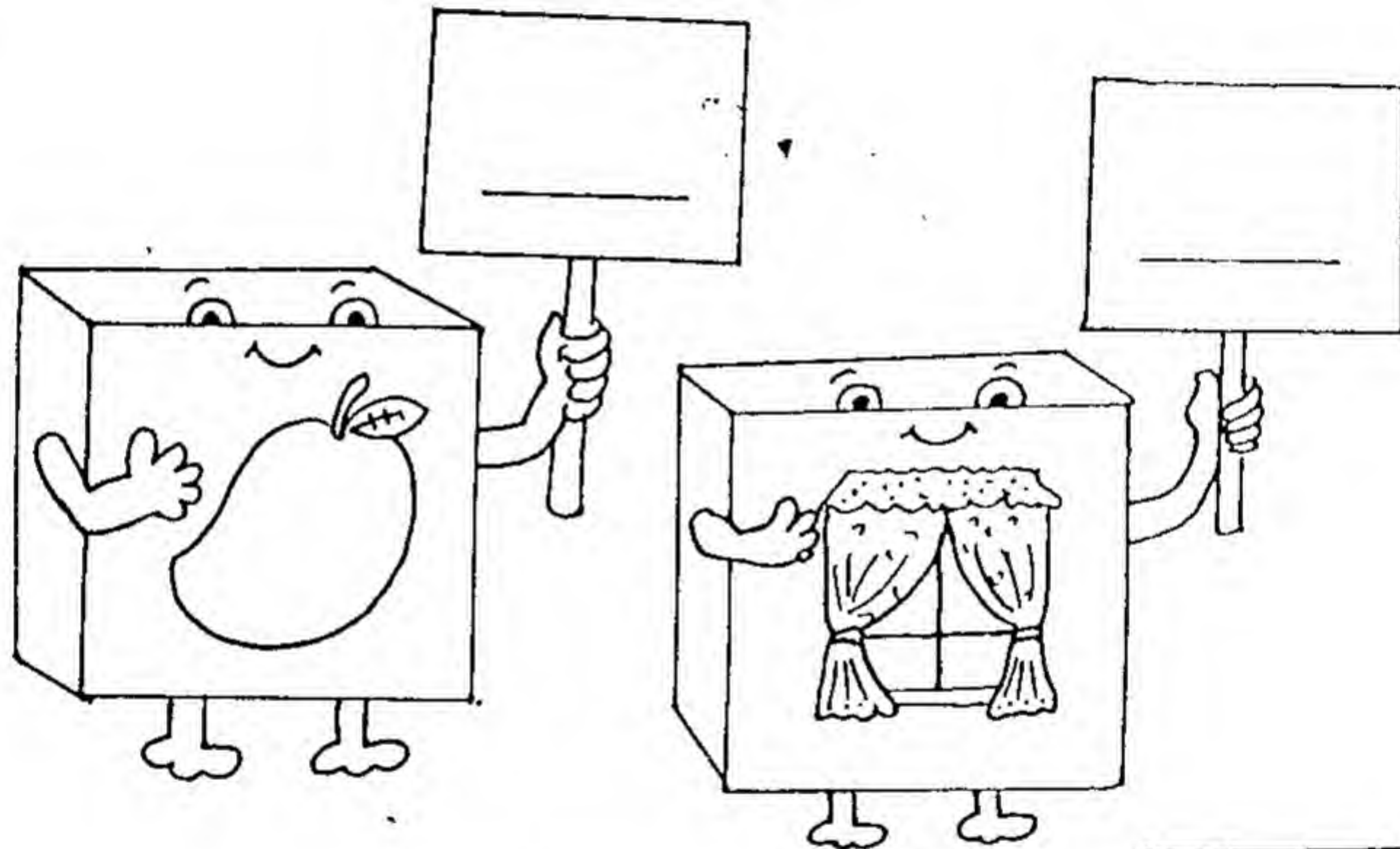
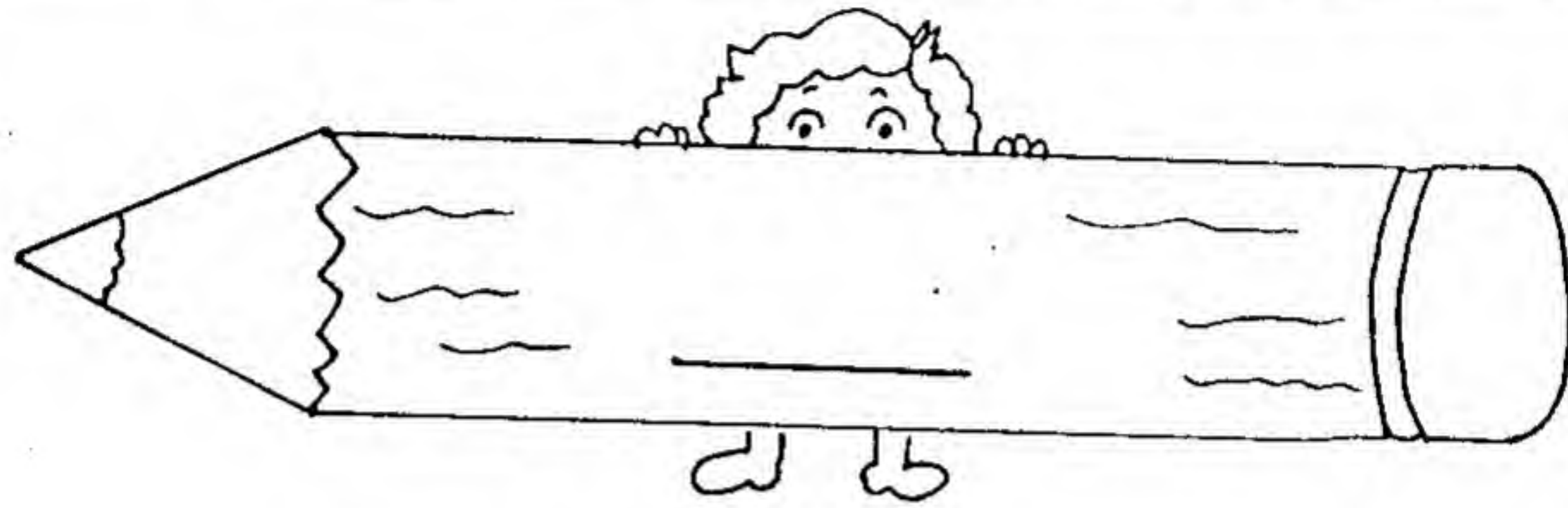
Term: *4*  
Day: *6*

Assesment

date: \_\_\_\_\_

day: \_\_\_\_\_

write the beginning sound for each picture





# Worksheet

Level: *Nursery*  
Week: 7

Term: 4  
Day: 6

name: \_\_\_\_\_

date: \_\_\_\_\_

class: nursery

subject: language

write a to z

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for letter formation.



# Lesson Plan

## English

Level: Nursery

Term: 4

Week: 8

Communication	Reading	Writing	Assessment
Reinforcement of all the concepts and letter, sounds story, rhyme done so far during the term	Reinforcement of the reader	Reinforcement of all the letters done a - z	Yes Reinforcement of all the concepts and letters, sounds story, rhyme done so far during the terms



# Lesson Plan

## Communication

Level: Nursery

Term: 4

Week: 8

Day: 1, 2

1. **Objective:** The children will be able to:
    - Display memory of the sounds learnt earlier.
    - Recognize letters.
    - Reinforce the concepts songs and rhymes.
  2. **Activity:** Reinforcement (Colouring.)  
Making fruits of clay
  3. **Material:** Worksheet.
- 

### **Procedure.**

The children will be able to relate memory of the sounds and reinforce the concepts songs and rhymes

Follow up:

Reinforcement of songs and rhymes.

The attached worksheet will be done in class

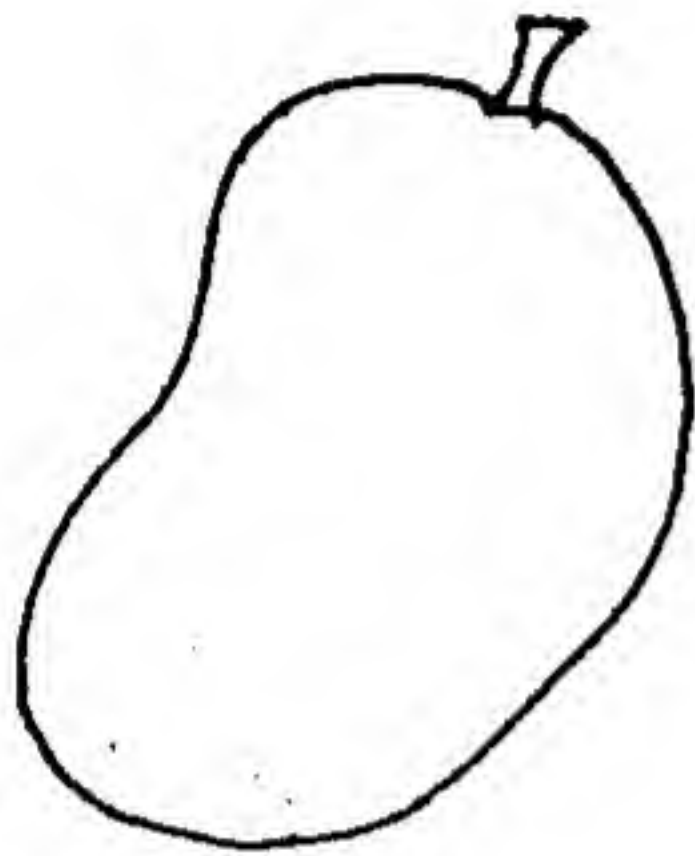


# Worksheet

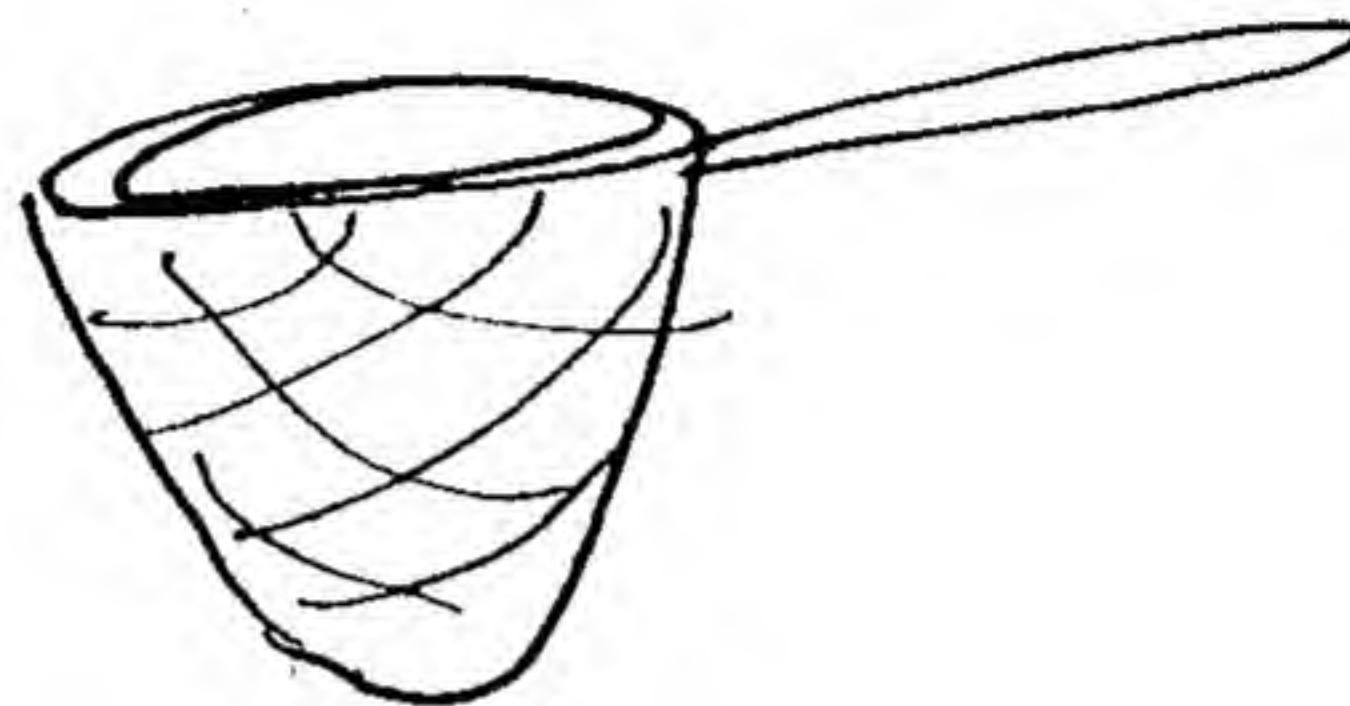
Level: Nursery  
Week: 8

Term: 4  
Day: 1

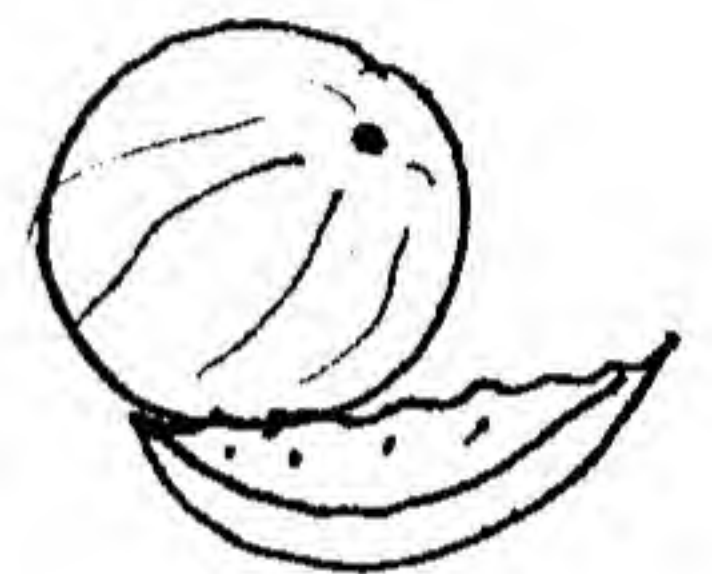
circle the correct letter



m, n, o



m, n, t



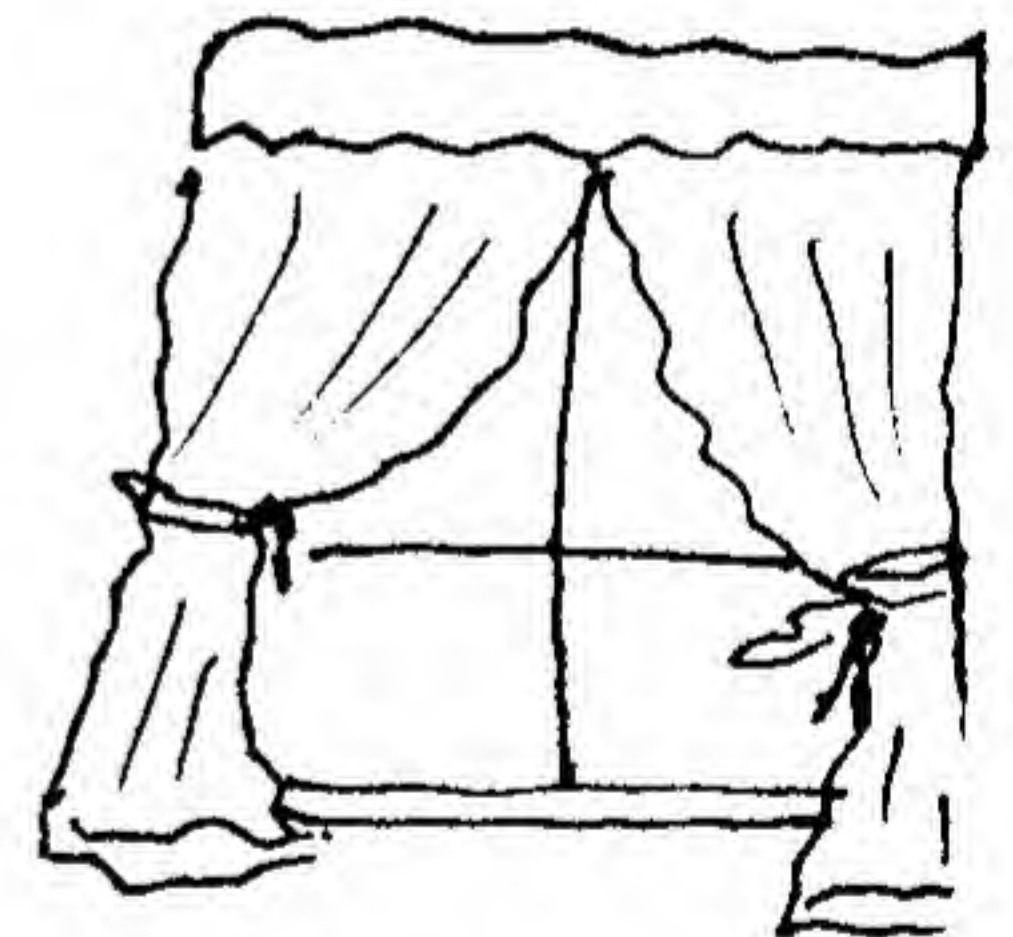
w, x, y



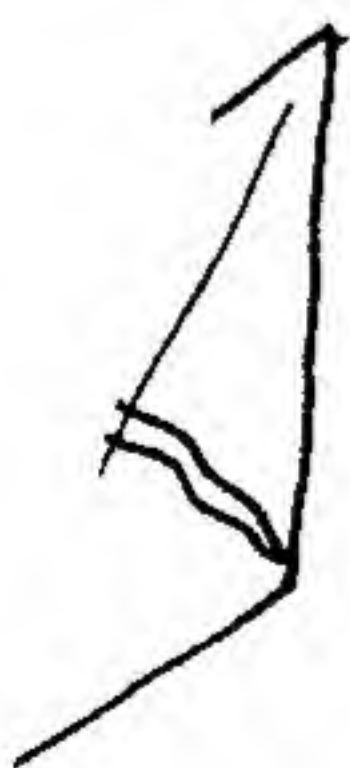
p



u, v, w



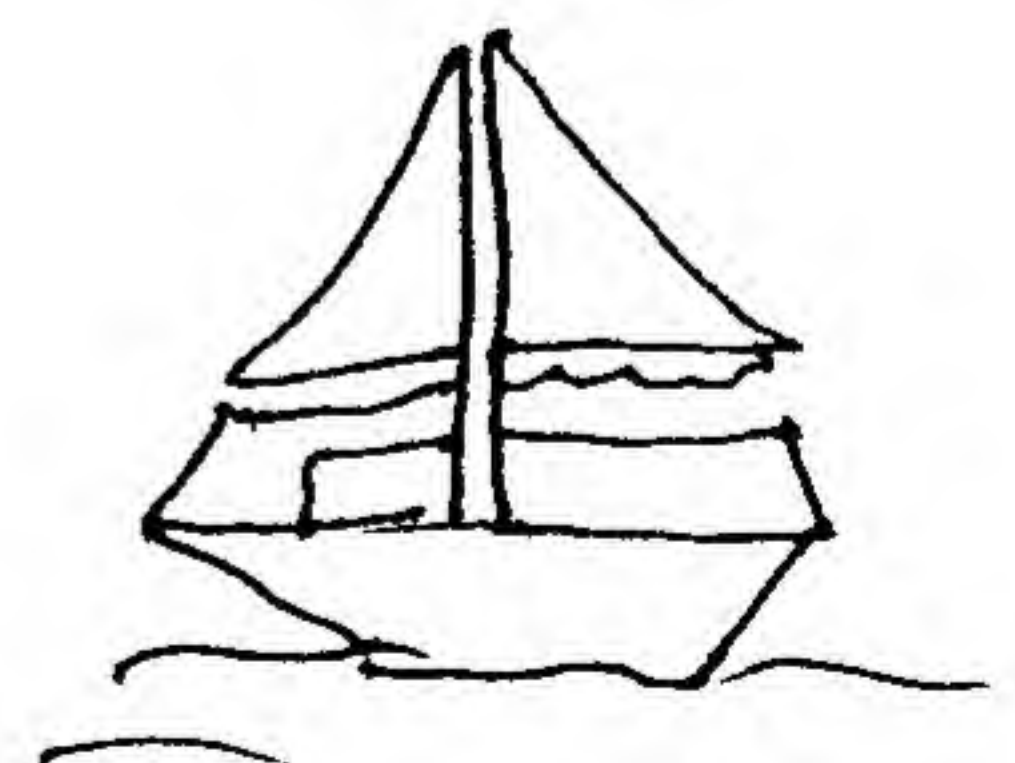
u, v, w



k, l, m



x, y, z

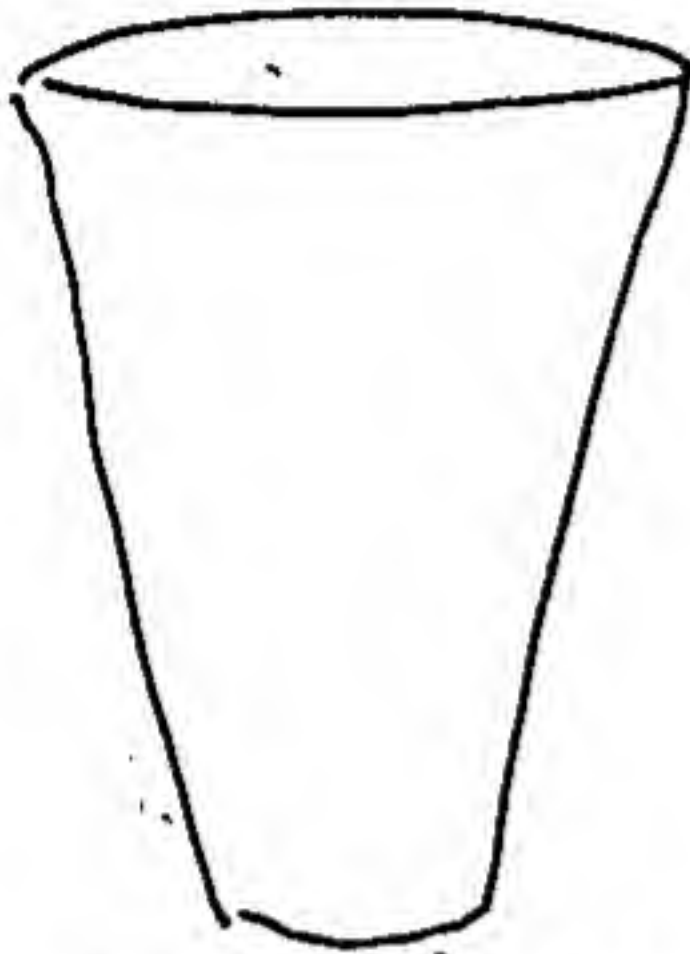


# Worksheet

Level: Nursery  
Week: 8

Term: 4  
Day: 1

Draw the concept



empty

full



few

many





# Lesson Plan

## Reading (Reinforcement)

Level: Nursery  
Term: 4  
Week: 8  
Day: 3

1. **Objective:** The children will be able to do the revision of the text done this term.
  2. **Activity:** Reading.
  3. **Material:** Text pages
- 

### 5. **Procedure:**

The teacher will flip through the pages read so far and the students will first follow in chorus and then read individually.

Teacher must ensure all students are given equal opportunities to read aloud in class.

Picture talk should also be encouraged as a vocabulary check.

# Lesson Plan

## Writing

Level: Nursery  
Term: 4  
Week: 8  
Day: 4

**Objective:** The children will be able to

- Write letters from a – z in the four lines.
- Write letters in order of the alphabet.

**Activity:** Writing and colouring.

**Material:** Worksheet.

---

**Procedure:**

The children will be given the planned worksheets and will be asked to write a – z in sequence in the four lines and in the picture of a house.



# Worksheet

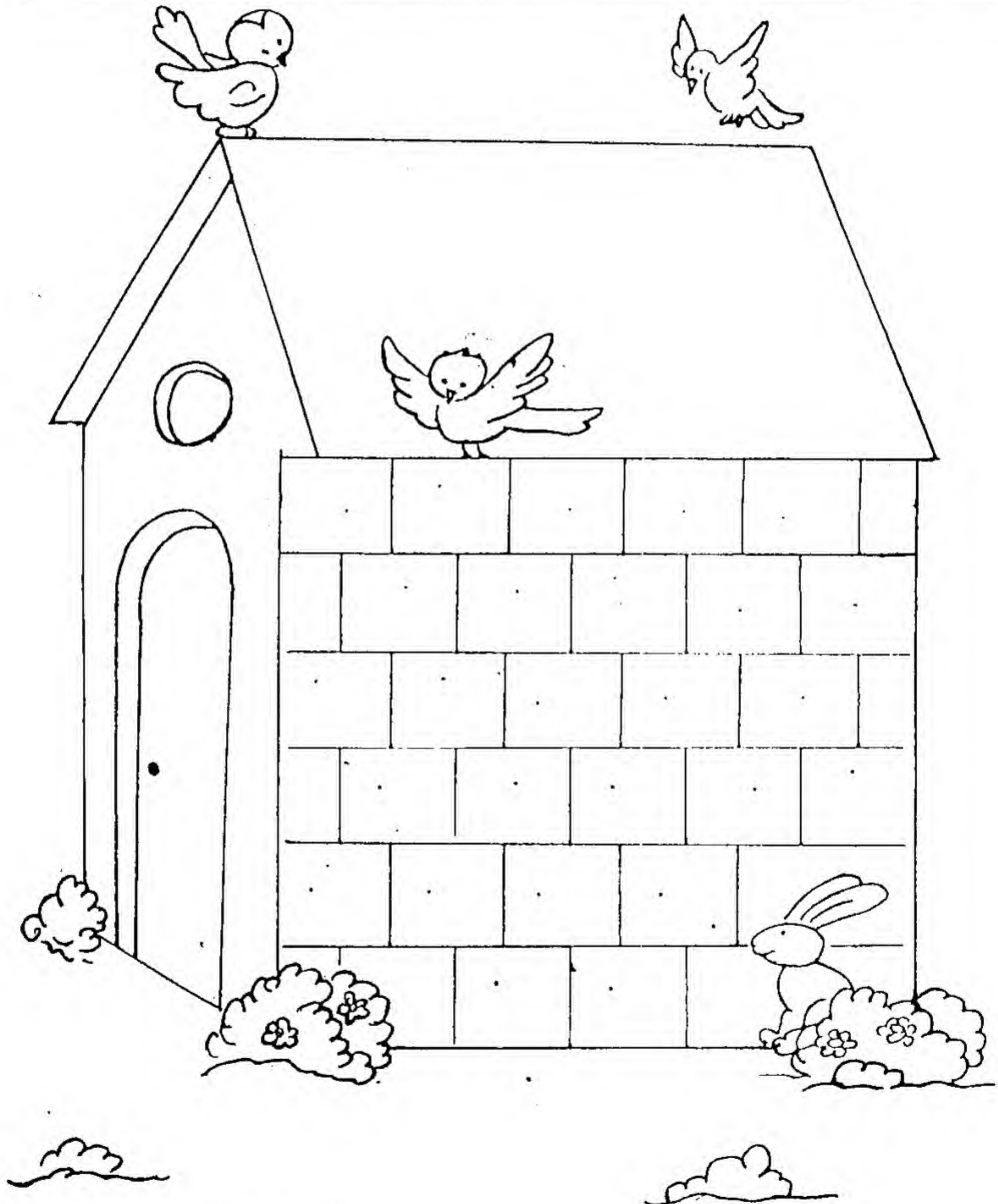
Level: *Nursery*  
Week: *8*

Term: *4*  
Day: *4*

date: \_\_\_\_\_

day: \_\_\_\_\_

write from a to z



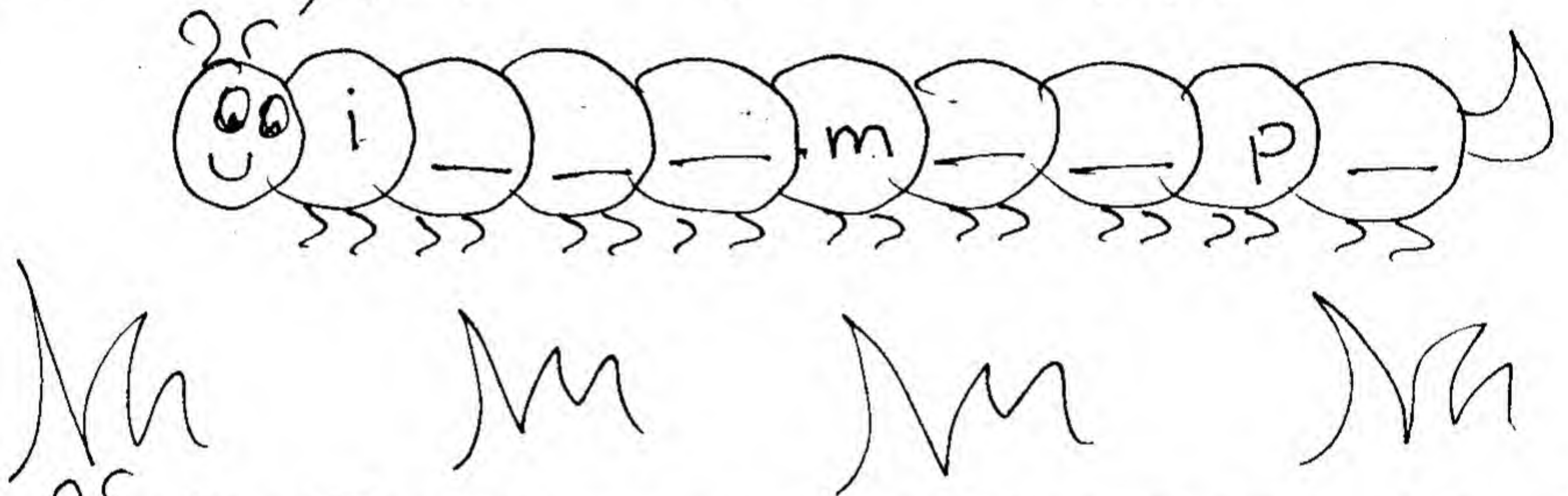
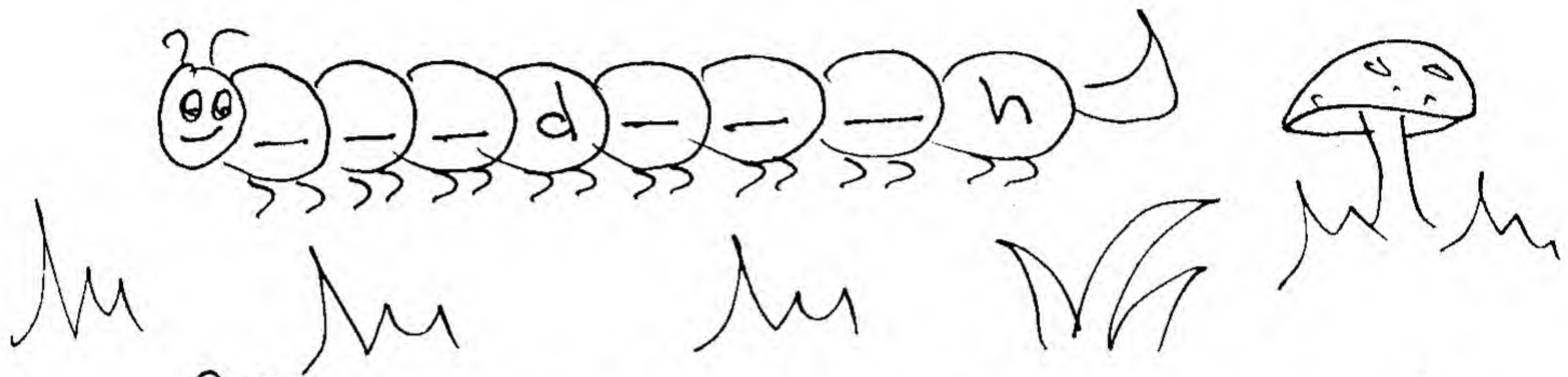


# Worksheet

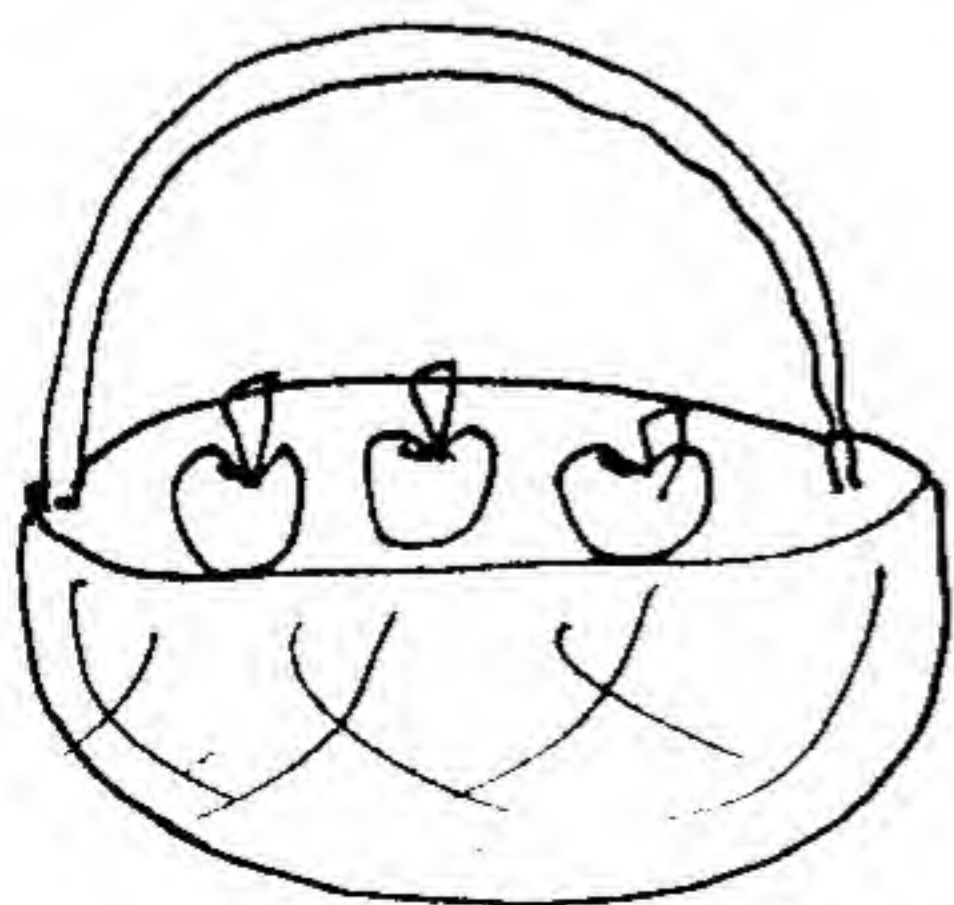
Level: Nursery  
Week: 8

Term: 4  
Day: 5 & 6 Assessment

write the missing letters.



2. Draw the concept



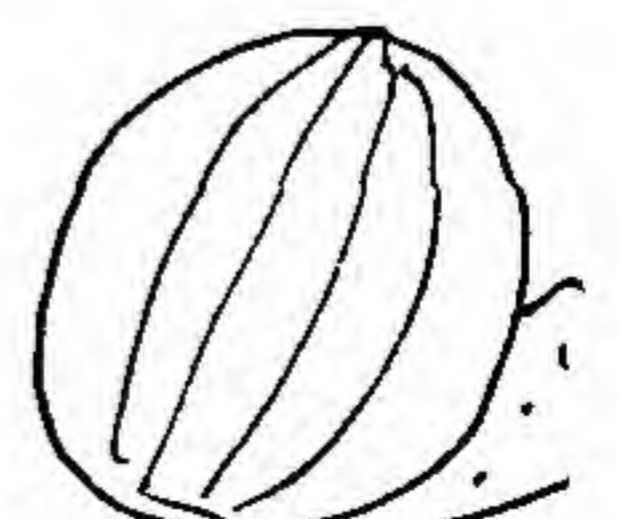
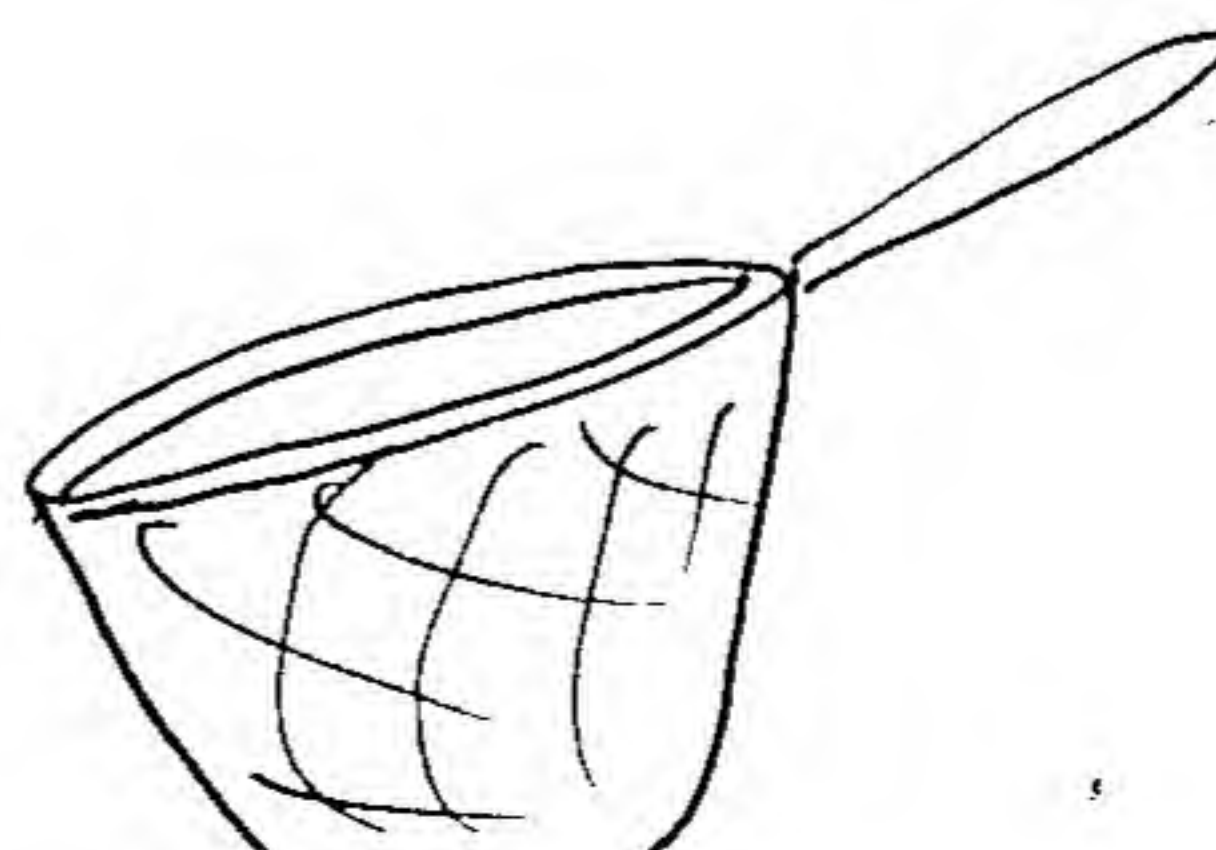
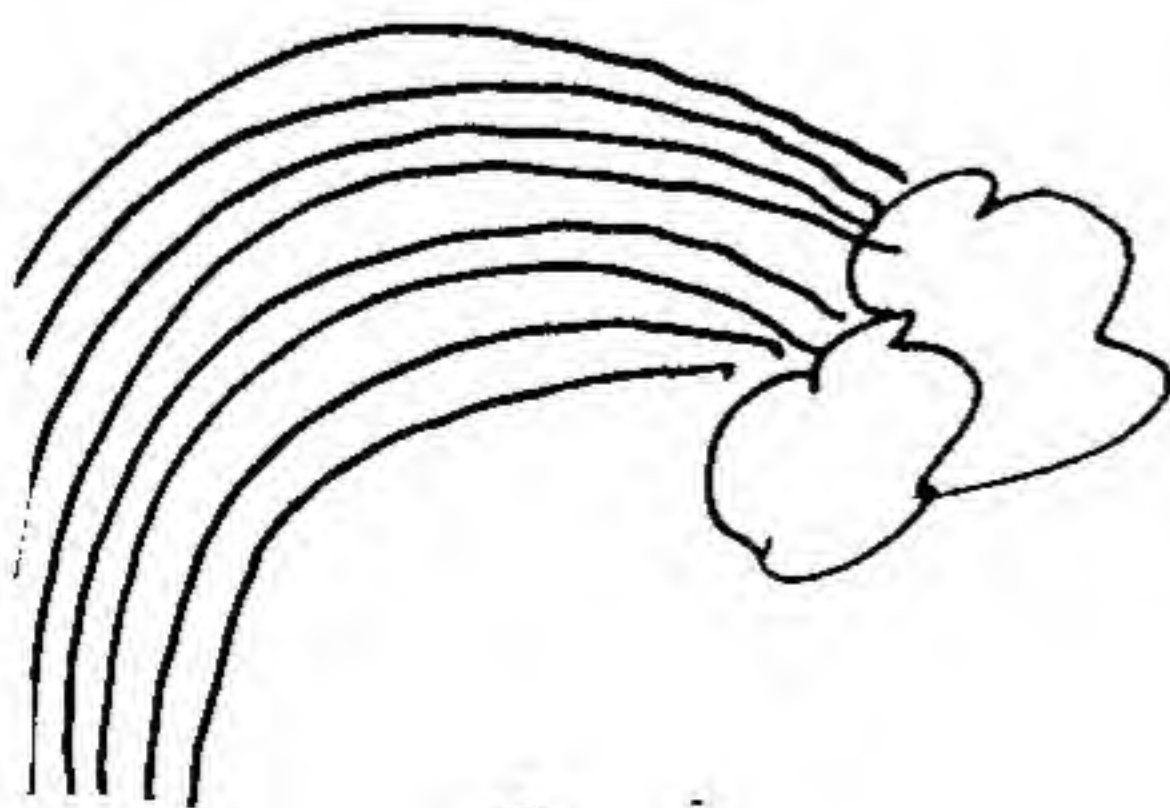
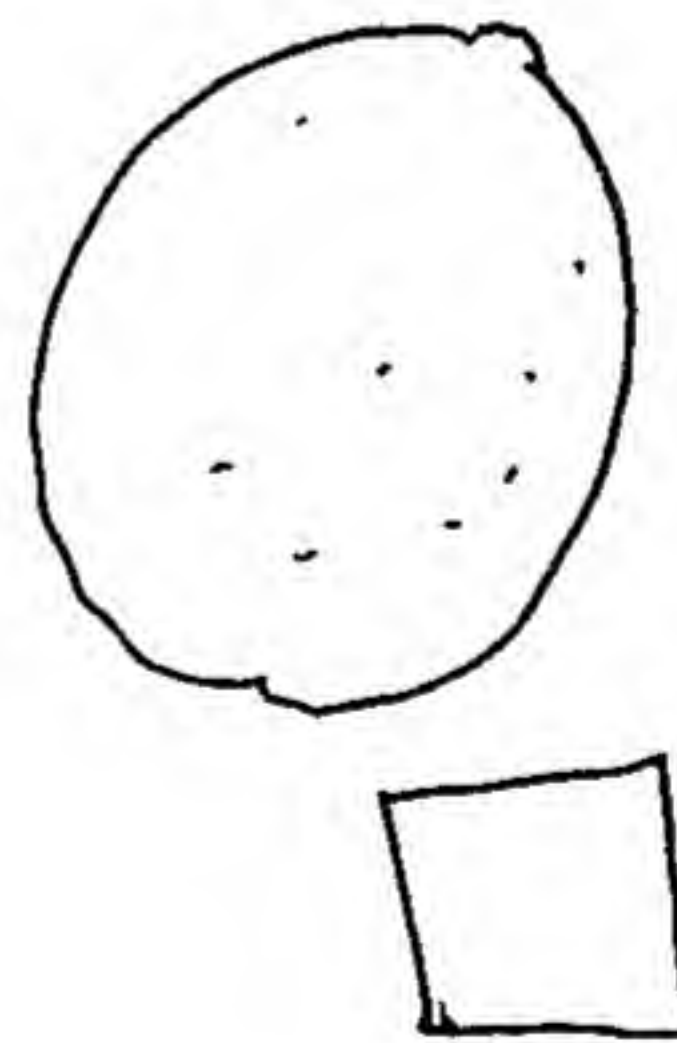
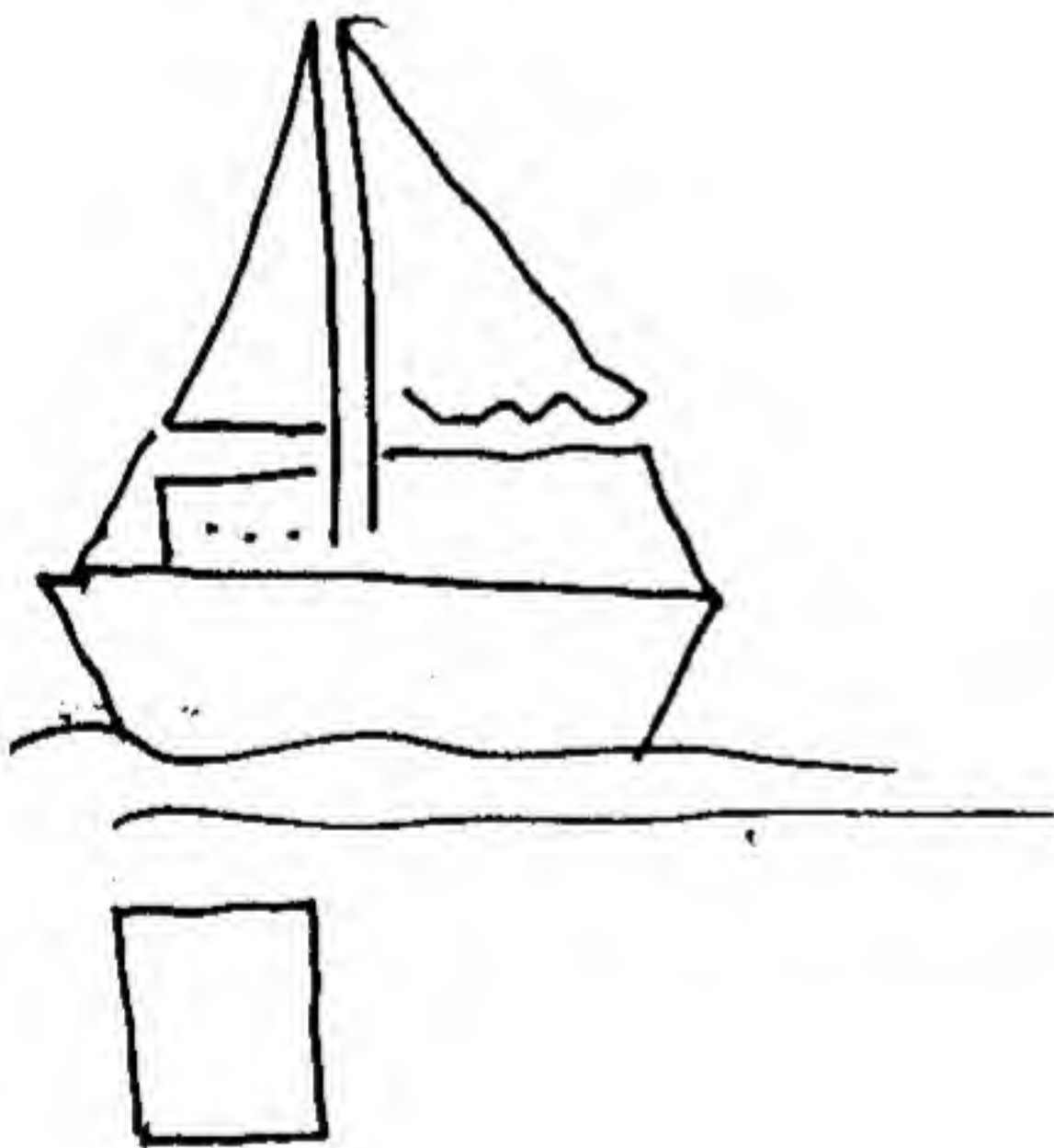
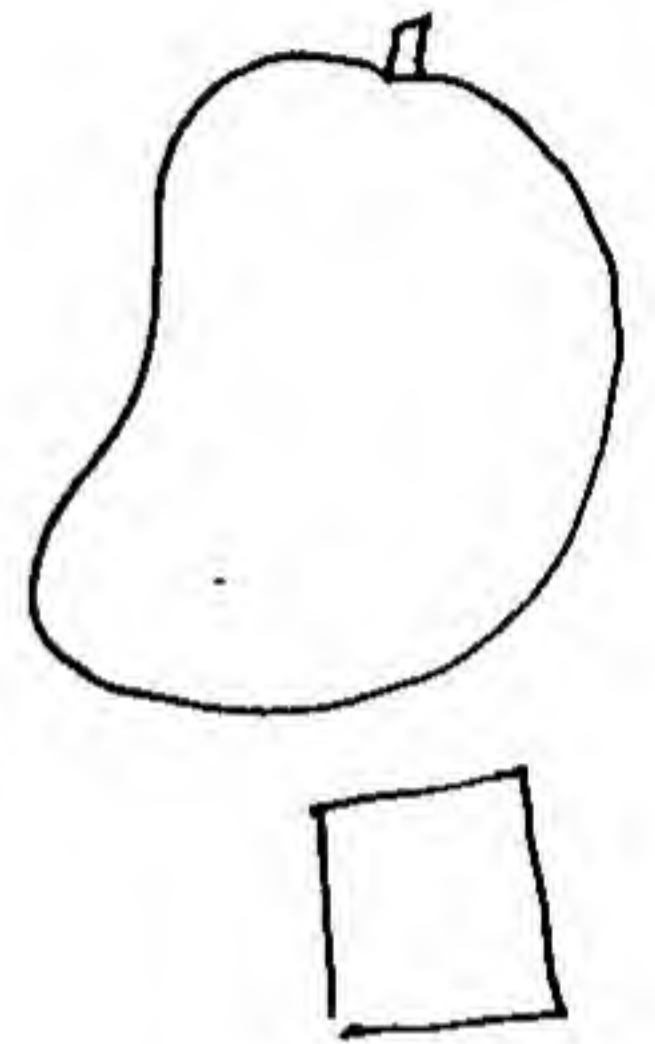


# Worksheet

Level: Nursery  
Week: 8

Term: 4  
Day: 5 & 6

Give the letter.

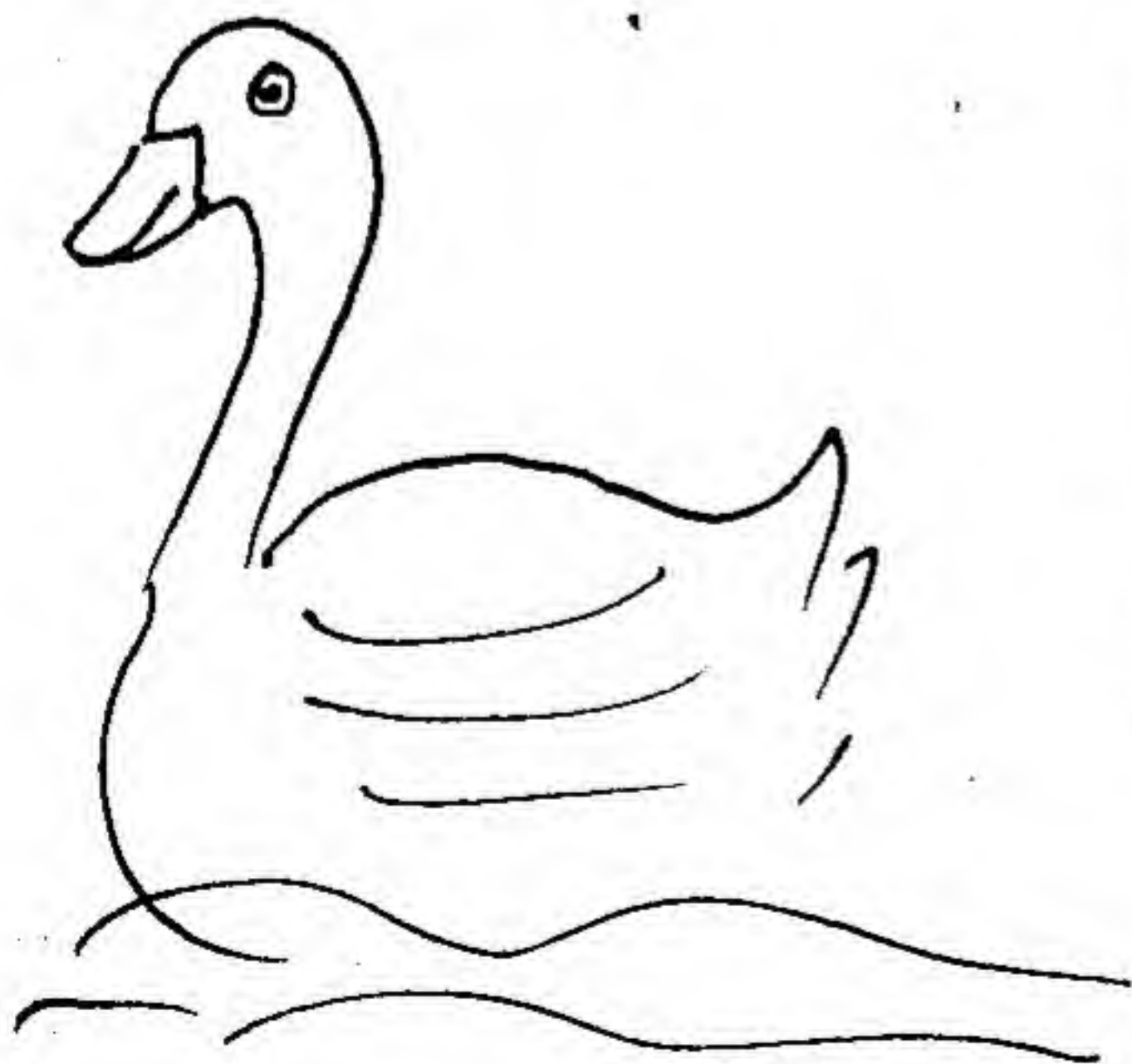
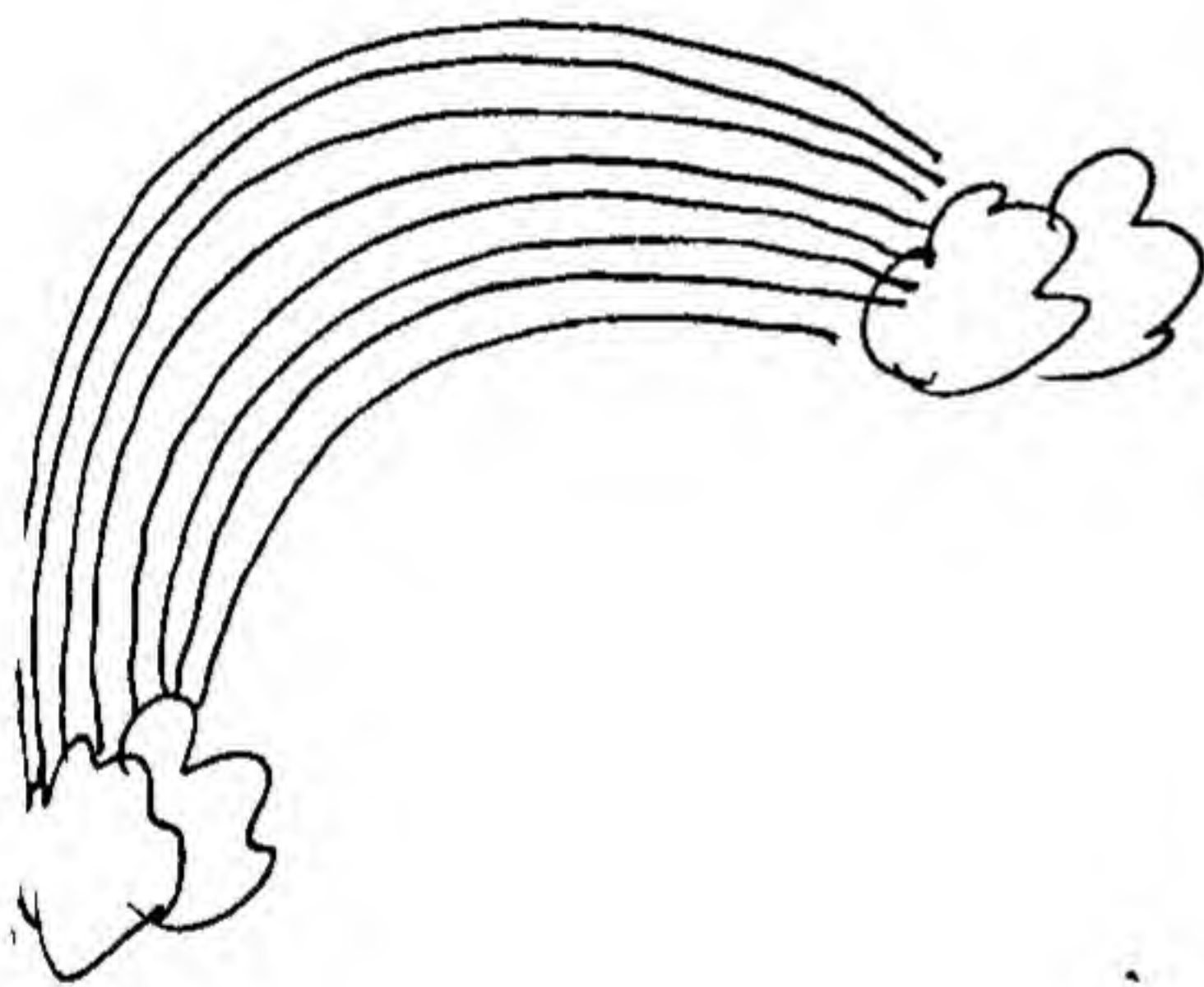
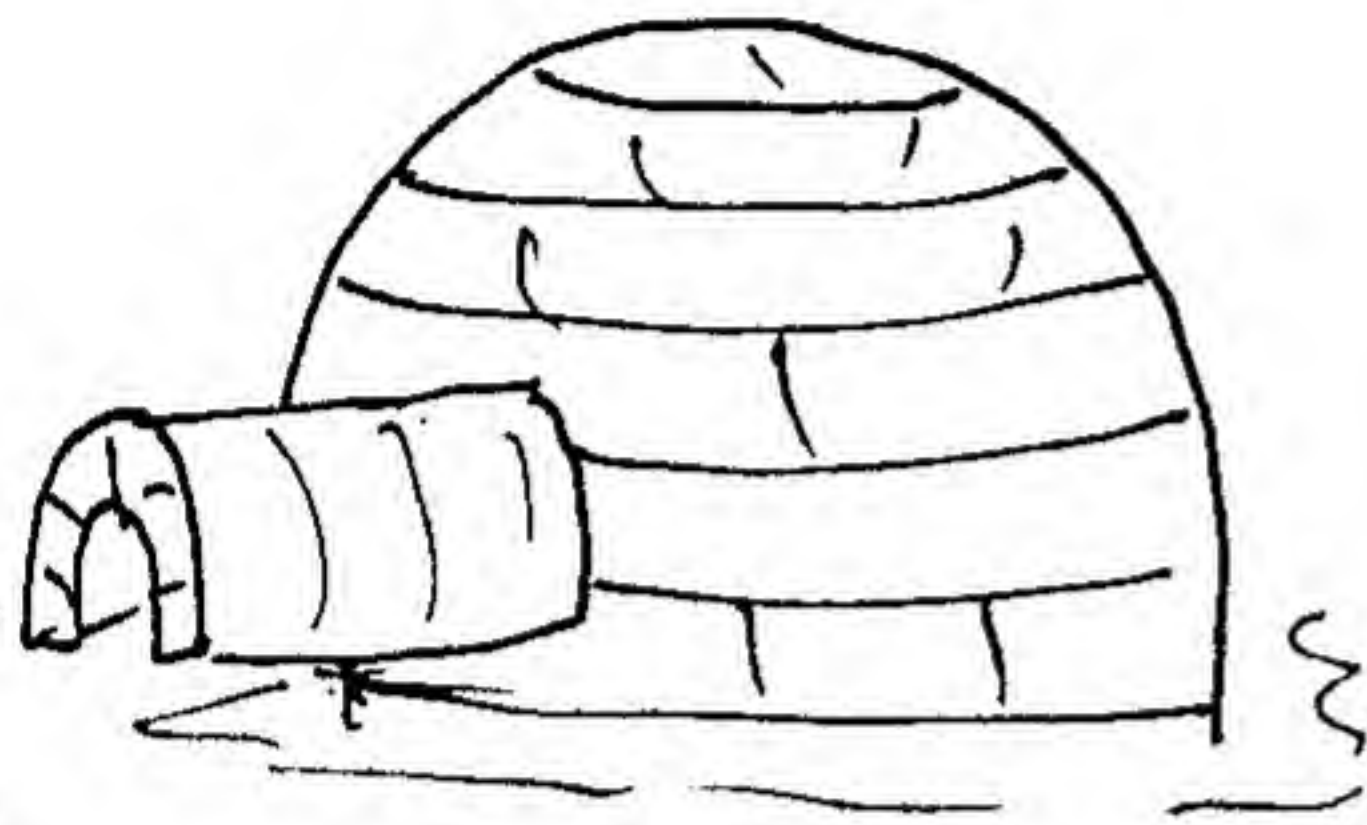


# Worksheet

Level: Nursery  
Week: 8

Term: 4  
Day: 5 & 6

4. match the picture



d
t
i
r
g